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**THE INFLUENCE OF TEACHING STRATEGIES AND
STUDENTS' READING INTEREST ON READING
COMPREHENSION AT E-LEARNING CLASSES
DURING COVID-19 PANDEMIC AT TENTH
GRADE OF SMA NEGERI 1
BATANG ANGKOLA**

THESIS

Submitted to State Islamic University Sultan Syarif Kasim Riau
in partial fulfillment of the requirements for the degree
of Magister in English Education



UIN SUSKA RIAU

BY

JULIANA

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**POST GRADUATE PROGRAM
STATE ISLAMIC UNIVERSITY OF
SULTAN SYARIF KASIM RIAU**

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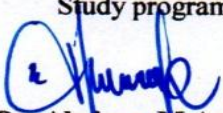
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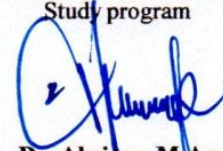

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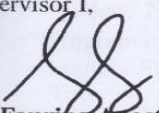
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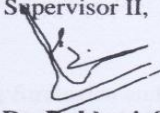
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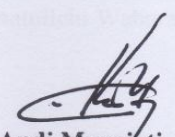
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Praise to God, Almighty Allah, the Lord of the Universe, by His guidance and blessing, the researcher can finish and complete this academic requirement. Then, the researcher says be upon to Prophet Muhammad SAW, his family, his companion and his followers.

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3. Dr. Alwizar, M.Ag, the Chairperson of Islamic Education Study of State Islamic University of Sultan Syarif Kasim Riau and all staffs for the kindness, services and advices during the writer's accomplishment of this thesis



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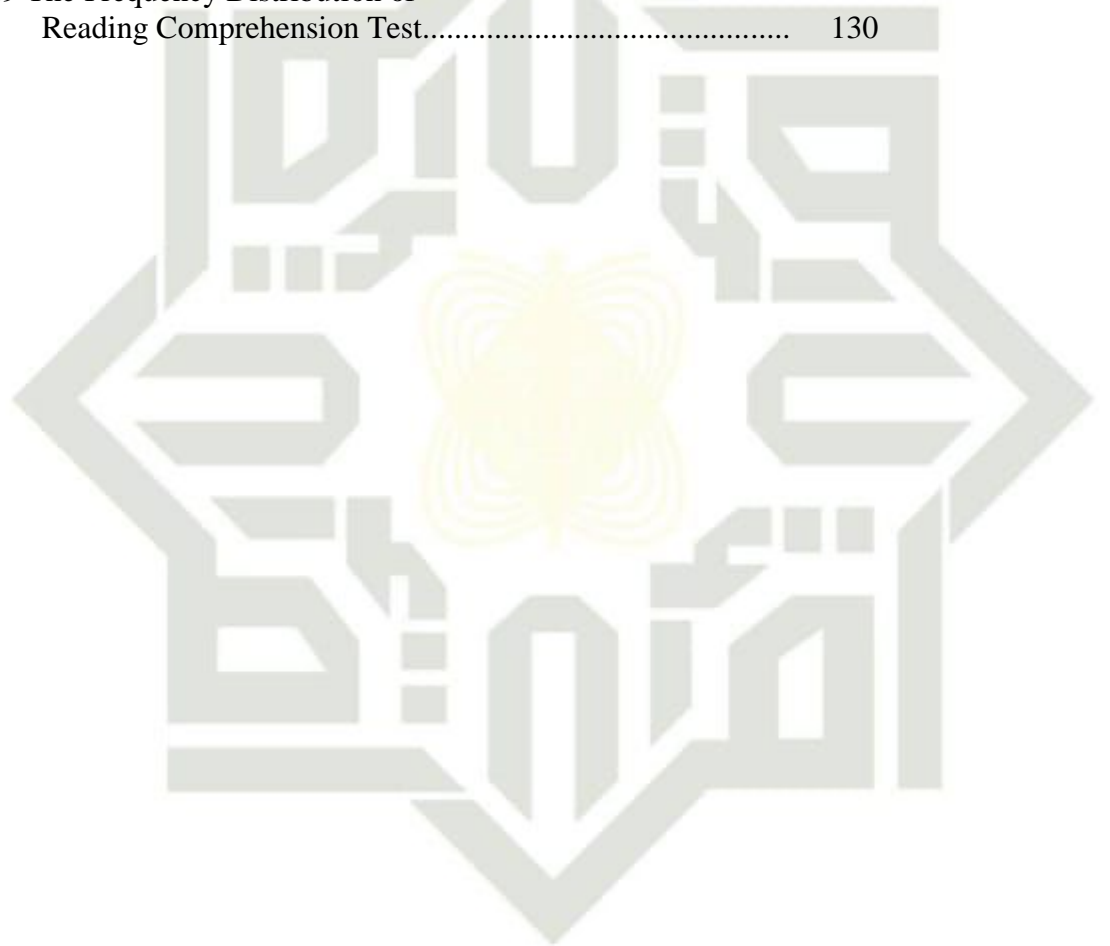
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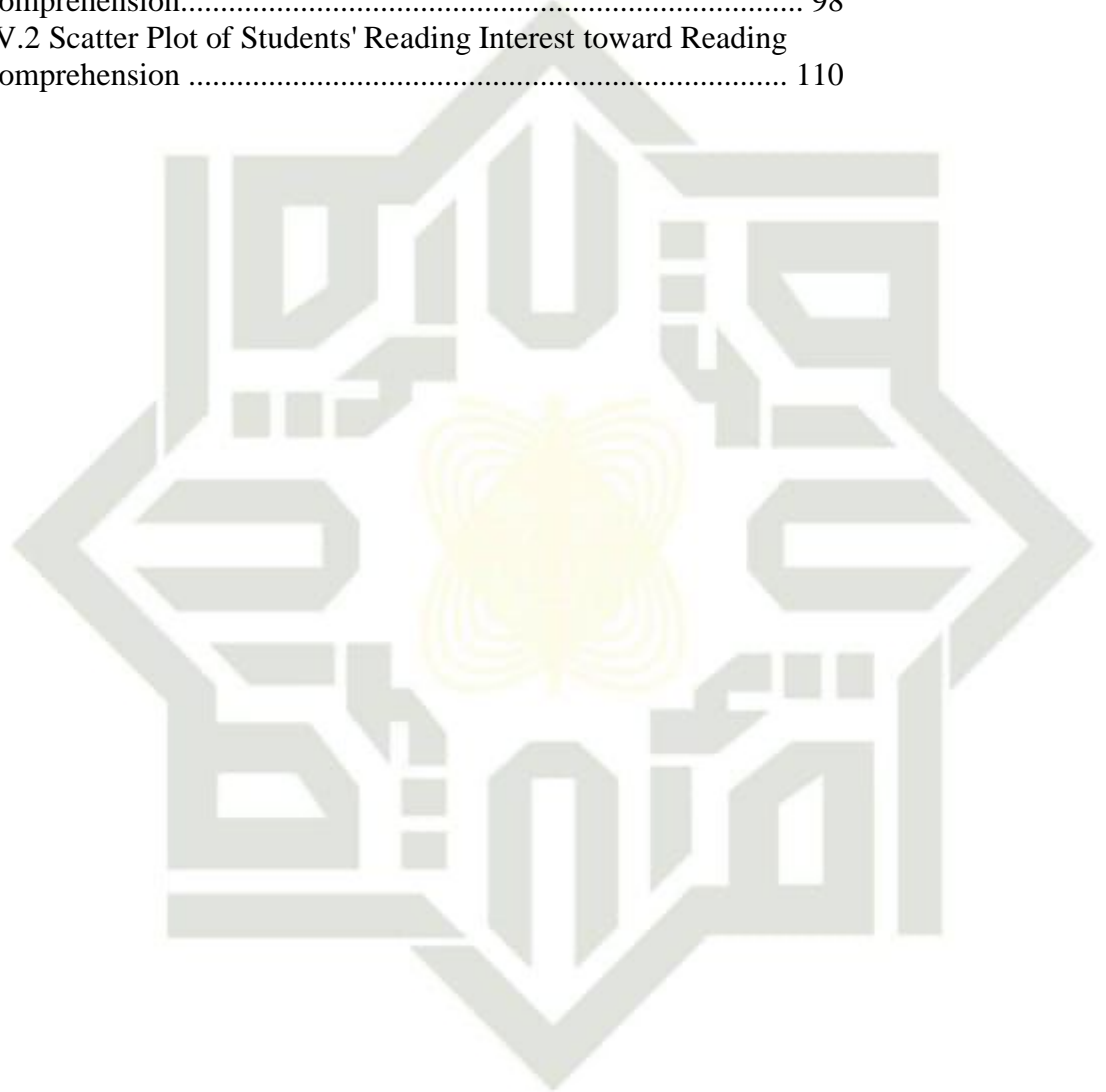


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TRANSLITERATION GUIDELINES

1. Single Consonant

| Arabic Alphabet | Name | Latin Alphabet |
|-----------------|-------|----------------|
| ا | Alif | A |
| ب | Ba | B |
| ت | Ta | T |
| ث | Tsa | Ts |
| ج | Jim | J |
| ح | Ha | H |
| خ | Kha | Kh |
| د | Da | D |
| ذ | Dzal | Dz |
| ر | Ra | R |
| ز | Zai | Z |
| س | Sin | S |
| ش | Syin | Sy |
| ص | Shad | Sh |
| ض | Dhad | Dh |
| ط | Tha | Th |
| ظ | Zha | Zh |
| ع | ‘ain | ‘ |
| غ | Ghain | Gh |
| ف | Fa | F |
| ق | Qaf | Q |
| ك | Kaf | K |
| ل | Lam | L |
| م | Mim | M |

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| | | |
|----|--------|---|
| ن | Nun | N |
| و | Waw | W |
| هـ | Ha | H |
| ء | Hamzah | ” |
| ي | Ya | Y |

2. Double Consonant

The double consonant is written double, for instance *العامه* written *al-ammah*.

3. Short Vowel

Fathah is written *a*, for instance *شريعة* (*Syari'ah*), Kasrah is written *i*, for instance *الجبالي* (*al-Jibali*) and *dhommah* is written *u*, for instance *ظلوما* (*zhuluman*).

4. Double Vowel

او is written *aw*, *او* is written *uw*, *اي* is written *ay*, and *اي* is written *i*.

5. Ta' Marbuthah

The stopped Ta' Marbuthah in the last verse h, for instance *الشريعة* is written

syaria'ah, unless it has been taken into the Indonesian standard, for instance

mayit. However, when it is read out, it is written *t*, for instance *al-maytatu* in

الميتة:Arabic



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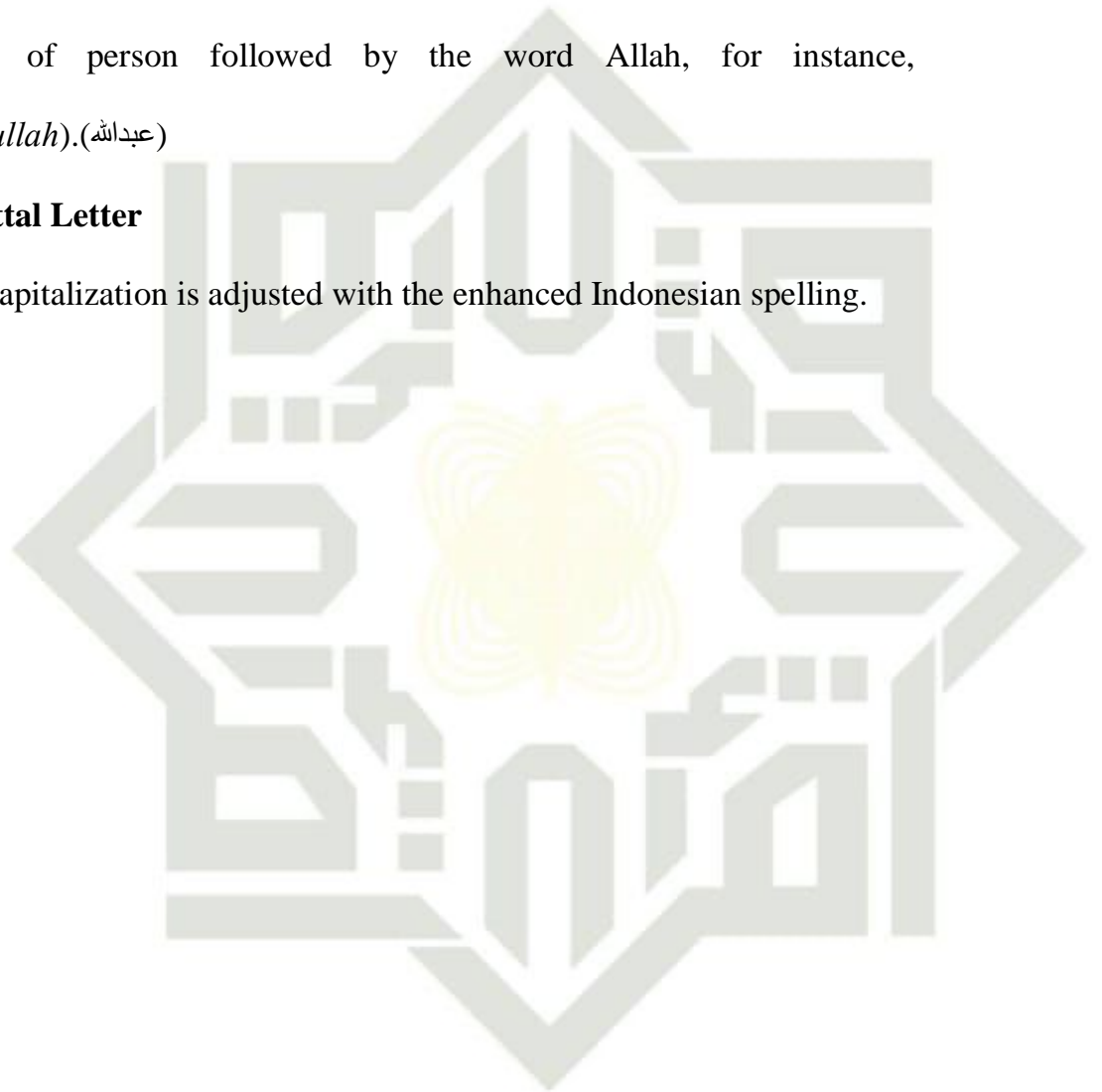
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6. Article Alif Lam

The article Alif Lam followed by Qomariyah and Syamsiah letters is written *al*, for instance *المسلم* is written *al-Muslimu*, unless when it is the name of person followed by the word Allah, for instance, *‘Abdullah*.(عبدالله)

7. Capital Letter

The capitalization is adjusted with the enhanced Indonesian spelling.



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ABSTRACT

Juliana (2021) : The Influence of Teaching Strategies and Students' Reading Interest on Reading Comprehension At E-Learning Classes During Covid-19 Pandemic At Tenth Grade of SMA Negeri 1 Batang Angkola

This research was aimed to examine the influence of teaching strategies and students' reading interest on reading comprehension at E-learning classes during covid-19 pandemic at tenth grade of SMA Negeri 1 Batang Angkola. The data were collected through teaching strategies questionnaire, students' reading interest questionnaire and reading comprehension test. This research was correlational research design using quantitative method. The subject of the research was the tenth grade of SMA Negeri 1 Batang Angkola consisting 4 classes. The research sample was taken by using proportional stratified random sampling method from 4 classes which each class had different number of students. The total population was 138 students and the total sample was 69 students. Simple linear regression and multiple regression formula were used to analyze the data. The research findings showed that first, that there was a significant influence of teaching strategies on reading comprehension with score ($0.00 < 0.05$). Second, there was a significant influence of students' reading interest on reading comprehension with score ($0.00 < 0.05$). Third, there was significant influence of teaching strategies and students' reading interest on reading comprehension with score $0.03 < 0.05$ at SMA Negeri 1 Batang Angkola

Keyword : Teaching Strategies, Students' Reading Interest, Reading Comprehension

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ABSTRAK

Juliana (2021): Pengaruh Strategi Mengajar dan Minat Baca Siswa terhadap Pemahaman Membaca Di Kelas E-Learning Saat Pandemi Covid-19 Di Kelas X SMA Negeri 1 Batang Angkola

Penelitian ini bertujuan untuk menguji pengaruh strategi pengajaran dan minat baca siswa terhadap pemahaman membaca pada kelas E-learning saat pandemi Covid-19 di kelas X SMA Negeri 1 Batang Angkola. Data dikumpulkan melalui kuesioner strategi mengajar, kuesioner minat baca siswa dan tes pemahaman membaca. Penelitian ini adalah penelitian desain korelasi menggunakan metode kuantitatif. Subjek penelitian adalah siswa SMA Negeri 1 Batang Angkola kelas sepuluh terdiri dari empat kelas. Pengambilan sampel pada penelitian ini melalui metode sampel acak berstrata proporsional dari empat kelas yang masing-masing kelas memiliki jumlah siswa yang berbeda. Jumlah populasi 138 siswa dan sampel 69 siswa. Regresi linier sederhana dan regresi berganda digunakan untuk menganalisa data. Hasil akhir dari penelitian ini menunjukkan bahwa pertama, bahwa terdapat pengaruh yang signifikan strategi pengajaran terhadap pemahaman membaca dengan nilai ($0,00 < 0,05$). Kedua, ada pengaruh yang signifikan minat baca siswa terhadap pemahaman membaca dengan nilai ($0,00 < 0,05$). Ketiga, ada pengaruh yang signifikan strategi mengajar dan minat belajar siswa terhadap pemahaman membaca dengan nilai $0,03 < 0,05$ di SMA Negeri 1 Batang Angkola.

Kata Kunci : Strategi Mengajar, Minat Baca, Pemahaman Membaca

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المخلص

جوليانا (2021): تأثير استراتيجيات التدريس واهتمام الطلاب بالقراءة على الفهم القرائي في فصول التعلم الإلكتروني أثناء جائحة كورونا فيروز -19 في الصف العاشر من SMA Negeri 1 Batang Angkola

يهدف هذا البحث إلى دراسة تأثير استراتيجيات التدريس واهتمام الطلاب بالقراءة على فهم القراءة في فصول التعلم الإلكتروني أثناء جائحة كوفيد-19 في الصف العاشر من SMA Negeri 1 Batang Angkola. تم جمع البيانات من خلال استبيان استراتيجيات التدريس ، واستبيان اهتمامات الطلاب بالقراءة ، واختبار الفهم القرائي. كان هذا البحث عبارة عن تصميم بحث ارتباطي باستخدام المنهج الكمي. موضوع البحث كان الصف العاشر من SMA Negeri 1 Batang Angkola ويتكون من 4 فصول. تم أخذ عينة البحث باستخدام طريقة أخذ العينات العشوائية الطبقيّة النسبية من 4 فصول كان لكل فصل فيها عدد مختلف من الطلاب. بلغ عدد الطلاب 138 طالبًا والعينة الإجمالية 69 طالبًا. تم استخدام الانحدار الخطي البسيط وصيغة الانحدار المتعدد لتحليل البيانات. أظهرت نتائج البحث أولاً ، أن هناك تأثيراً معنوياً لاستراتيجيات التدريس على الفهم القرائي بدرجات (0.00 > 0.05). ثانياً ، كان هناك تأثير معنوي لاهتمام الطلاب بالقراءة على الفهم القرائي بدرجة (0.00 > 0.05). ثالثاً ، كان هناك تأثير كبير لاستراتيجيات التدريس واهتمام الطلاب بالقراءة على فهم القراءة بدرجة 0.03 > 0.05 في SMA Negeri 1 Batang Angkola

الكلمات المفتاحية: استراتيجيات التدريس ، اهتمام الطلاب بالقراءة ، والفهم القرائي

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CHAPTER I INTRODUCTION

1.1. Background of the Study

Reading is one of the most important skill to make people able to share ideas, opinions, and arguments on what they see, they feel and think to express them into a good communication. When reading, the reader not only passively reads the text or decodes the text's form, but also reconstructs the text's meaning. When reading a material, readers will engage in a variety of reading activities as a goal. When reading, most people have a basic goal in mind; they want to learn vital information from the book they're reading. To get important information, readers will use their minds to think a lot about the text.

On the other hand, Ragin, G et al., (2020) stated that the teaching strategy is a special approach or method that is applied by the teacher both in organizing students, materials, methods, media, equipment, and time so that the learning process can be applied well. Strasser, (1964) said that teaching strategies is generalized to plan for a subject or a subject which includes structure, desire learner behavior, in terms of the goals of instruction, and an outline of tactics necessary to carry out the strategy. Teachers strategies often expect students to develop their reading skills by *osmosis* (absorption) and without help. In the osmosis approach, it is believed that if a teacher teaches reading comprehension to the target

language all day, students will improve their reading comprehension. However, this research is proven to be ineffective since the student also find difficulties in reading comprehension.

Learning requires a high level of interest in order to be successful (Cheung, 2018). Students' attention to learning will be increased as a result of their interest in learning (Kayalar & ARI, 2017; Lin & Huang, 2016), and this will improve learning results (Isnani, 2017). A. Attention, B. Goals, and C. Learning Intensity are three crucial factors that might spark enthusiasm in learning (Cheung, 2018). Someone who pays close attention to something usually has a strong desire to learn more about it (Laine et al., 2017). Learning interest does not develop spontaneously or unexpectedly; rather, it develops as a result of experiences, habits, and participation in learning (Nugroho, 2020). Interest is also linked to comfort and requirements (Iqmaulia & Usman, 2019).

From the theories above, it is clear that teaching strategy is one of the important factor for the teachers to make the learning process runs well especially in teaching reading. If the teachers do not use strategy in teaching it will make some problems in the class, such as, the objective of learning is not clear, the material of lesson is very easy or difficult for students, the material of lesson is not systematically, there are no teaching media, students are sleepy, students are lazy to do activity, students are

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always late, students disturb another student, students ask strange question, and the classroom is dirty.

Furthermore, in teaching reading, the teachers also need to use strategies to help the students in learning process so the students get success in learning especially in comprehending the text. In others words, teachers need teaching reading strategy if they want to be succeed in their teaching, because strategy is a plan that intend to use potential and learning facilities to improve affectivity and efficiency in learning. Teaching strategy consist of learning material and procedure that used to help students to achieve the purpose of learning. By using teaching strategy the learning process will be more success.

The next factor is students' reading interest. Interest in reading is an individual's desire to read. Interest in reading will be able to grow if someone is accustomed to reading from an early age. Reading interest, according to Rahim (2005), is a strong desire to read that is accompanied with efforts to read. Students that are passionate about something read more and find it useful and pleasant (Beale, 2004). They will spend their time reading rather than performing other activities, attempting to concentrate and absorb the information. Furthermore, a high level of enthusiasm and effort to read books is an evidence of interest.in reading.

A fatal virus known as Coronavirus Disease 2019 (COVID-19) struck the world at the start of 2020. (Yuzar, 2020). According to Siagian (2020),



practically everyone in the countries was afflicted with the virus, and some of them, including Indonesia, even died as a result of it. The spread of the coronavirus affects many aspects of human life, including learning (Aji, 2020). The learning process takes place in the classroom, where professors and students engage directly. During the COVID-19 epidemic, however, the learning process was continued at home using an online system or internet (network), offline (offline), or other means (Darmalaksana et al., 2020). Nearly 25 million school-aged children in Indonesia participate in homeschooling (Daheri et al., 2020; Purwanto, A et al., 2020). The policy is based on the Minister of Education and Culture's Circular from March 24, 2020. Learning at home refers to learning that takes place at home using a variety of existing media (Wijaya et al., 2020).

The learning process is carried out at home during the COVID-19 epidemic, using internet media and other media. Saving money on commuting, minimizing stress from traffic congestion on the highway, and having a lot of free time are all advantages of studying at home (Purwanto, A et al., 2020). Furthermore According to Nurhasanah, S., and Sobandi, A. (2016), studying from home has a number of disadvantages, including boredom, a decrease in work motivation, and an increase in electricity bills or internet restrictions. Studying at home during the COVID-19 pandemic differs significantly from prior students' study habits. This may result in

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boredom. As a result, students' enthusiasm for learning and ambition to learn decline.

According to Setyorini, (2020), studying at home is an alternative way, so that the learning process continues in the midst of the corona virus pandemic. However, it can also have an impact on a student's interest in learning. The task given by the teacher is not completed; students prefer playing than study at home. Even in certain areas, students take advantage of their study time at home to play together at their friends' houses, play games, and so on. As a result, the learning process at home does not run effectively.

This conclusion suggests that teachers should be prepared to teach reading comprehension methods in order to help students cope with the challenges of learning English, particularly in reading. In the process of reading comprehension, teachers are encountering various difficulties. Many teachers instruct students on reading comprehension by describing the content, major idea, and purpose of the text.

From the situation above, related to teaching strategies especially in reading, it was still in face to face learning. But students were still less interested in reading. So, on online class teachers should create a new appropriate strategy to lead students to learn at home. Strategy can stimulate students' sense in learning process especially in reading so the strategies can increase students motivation, students interest in reading.



Based on the preliminary research at tenth grade of SMA Negeri 1 Batang Angkola, English teacher on 11 December 2020, said that the students were less interested in reading, especially in reading text books. The teacher has used some strategies such as skimming, scanning and graphic and semantic organizers in teaching reading comprehension. Teacher sometime used media such as power point and picture, it predicted to increase the students' interest better but most of the student about 60% still in low interest and motivation. It has been proved that most of students have problems in reading English. It has been seen also from the interview with the students, the result of the students reading interest were still low.

Some gaps were discovered between policy theory and practice. It can be seen by following description. The students had low score in reading comprehension, students were lazy to follow the English e-learning, but they had time to play the game on their mobile phone and the students were interested in reading novel, story etc.

Futhermore, the researcher asked the teacher about the criteria of the score in reading skill. Based on the criteria of Brown, the reading score of the students was poor if the students get 45-69. Based on the data obtained by reading test from the students of the tenth grade only 37% of students got score above criteria and 63% of students got score under the criteria. It concluded that students' interest in reading comprehension still low. So, the teacher needed to use some strategies in teaching, especially in teaching



reading in order to increase students' reading skill especially their skills in comprehension.

However, in the context of SMA Negeri 1 Batang Angkola, there are two other factors influencing reading comprehension that have not been explored. The first factor was teaching strategies. Teaching strategy is a method, technique, and tactic used by a teacher to teach students in the class. Teaching strategies have been designed before, and this is very necessary so that a learning goal can be achieved, and the material can be delivered easily. In this case teaching strategy is really helpful to teacher to give the material easily and help the the students to get the material easily.

The second factor that influences students' reading comprehension was reading interest. The students were not interested when the teacher taught reading in the class. They lacked of reading skill because students often claim that their primary problem in acquiring English is the lack of vocabulary to understand and they had difficulties to get the main idea of the text. Many students had problems in reading English textbook, because they had difficulties to read the words.

Based on the problem stated above, the researcher was encouraged to conduct a research entitled *"The Influence of Teaching Strategies and Students' Reading Interest on Reading Comprehension At E-Learning Classes During Covid-19 Pandemic At Tenth Grade of SMA Negeri 1 Batang Angkola."*



1.2. Statement of the Problem

In this research the problems stated are relevant to the English teachers' understanding of using strategies toward teaching reading which also represent their perception toward the implementation of teaching strategies in teaching reading on E-learning class. In the whole of teaching in the school or even in a University, the teachers hold prior role and very important. The way or strategy of the teacher in teaching process will give great effects to the student ability in master material taught by the teacher. Therefore, the teachers should be able to develop their knowledge about methodology, strategy and principles in teaching, so that can give good comprehension to the students. A teacher need to have ability to plan and apply a variety of teaching strategy considered check up with material to assure of effectiveness of teaching.

Strategy is planning action that is intended a set of steps to solve problem or to achieve a particular goal. Teaching strategies is a number of steps use thinks effort or creativity to achieve a particular educational purpose. In the other word, teaching strategies are the methods that teachers' use to allow learners to access the information they are teaching. Teachers' strategies are important part in teaching for developing four skills especially in the classroom. A teacher must has strategies in teaching



especially teaching reading. So, the strategies are used by teacher in teaching suitable to the material and the students can be interest in learning.

In teaching English there are four skills that should be improved by English teachers. It is clearly stated in the curriculum that the objective of teaching English to students for improving them in the four skills of language, they are listening, speaking, writing, and reading. The first, speaking is defined as to talk or conversations to somebody about something, mention, describe something or somebody. The second, listening is a process of receiving, attending, and understanding auditory messages; that is, messages transmitted through the medium of sound. The processes of listening are commonly separated into five steps, they are; receiving, attending, understanding, responding and remembering. The third, writing is both a physical and a mental act the most basic level, work of inventing of ideas. The last, reading is receptive languages process in which readers reconstruct the meaning. By mastering four skills above, the students will success automatically in learning English.

There are some previous researches about teachers' strategies and students' interest in reading comprehension on e learning classess such as Tari Putri (2020) to describe the strategies on English e-learning classes during the COVID-19 pandemic and how the strategies help the teachers in English e-learning classes at MTs Sudirman Getasan. This study has gaps that students were really bored tu study English on online class, they felt

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boredom to do the task from the teacher. She concluded that (1) The teachers use different strategies because the expected skill output are different, for writing skills the teacher uses 3 strategies namely planning, drafting, and editing. As for listening skills, the teacher applies several strategies such as listening to songs, writing song lyrics, matching lyrics, and finally sing a songs. But both of them use the video-based learning model and also virtual education through WhatsApp. (2) Strategies in teaching through elearning classes during the COVID-19 pandemic greatly assisted teachers in the teaching and learning process to achieve learning goals.

Then, Intakhab Alam Khan (2016) investigates the effectiveness of e-learning for the teaching of English in Saudi Arabia. This research has investigated and found that e-learning can be effective and useful in the whole educational set up. In this regards, students in general and distance learners in particular, can be benefitted from e-resources/e-learning/online learning or more appropriately blended learning mode of education. It also explores how e-learning can be related to the teachers, and how teachers can take support from the e-learning platform, by examining the research questions that were conceived for the present research.

Additonally, in 2020, Anastasia Dewi Anggraeni et al who made research about using educational digital toolbox in e-learning to boost students' reading motivation in covid-19 pandemic in South Jakarta. This



study had gaps that students had low motivation to join on online class. Students had many reasons to join to the class, like, they did not have internet access. This study aimed at investigating the use of educational digital toolbox in e-learning to motivate college students' reading motivation, such as recognizing ideas, comprehending texts using graphics, images, and charts, audio, audio-visual and video to personal experience, opinion or evaluation. The result of this study shows most of students boost their reading motivation by using educational digital toolbox in e-learning process. Give the new perspective that language students can be motivated to use long distance learning more active and more interactive, as well as enrich their learning experiences.

From the phenomena above, the researcher only limited the strategies in teaching reading on e- learning classes. Reading is a number of interactive processess between the reader and the text, in which readers use their knowledge to build, to create, and to get the meaning. So, the strategies were used by teacher in teaching suitable to the material and the students can be interested in learning. In this study the researcher wants to explore teachers' strategies and students' interest in reading comprehension on e-learning.

1.3. Limitation of the Problem

In this research, the researcher limited the scope of the study. The study only stressed on three variables of correlation. They are the influence of teaching strategies and students' reading interest on reading comprehension.

First, this study focused on the teaching strategies in reading comprehension. Teaching strategies are approaches to teaching students. The teachers have to apply the strategy to balance between the methods the teacher uses and the way the teacher applies the material

Next, to examine the influence of teaching strategies and students' reading interest on reading comprehension. The teaching of reading comprehension as one of the language competency in English is considered being important as through reading, the students will be easier to add and get new information from any kind of text. The reading comprehension activity is also expected to make reading as the students' habit, make the students able to understand the meaning of text, and represent what they have read in their own language. In other words, the teaching of reading comprehension must enable the students to be independent reader as the purpose of teaching reading itself.

So, reading comprehension here refers to the text of English, and the interest of reading here also refers to the text on English. Thus, the research



subject in this study is the students at tenth grade of SMA Negeri 1 Batang Angkola.

1.4. Purpose and Objectives of the Study

The objectives of the present study were as follows:

1. To examine the influence of teaching strategies on reading comprehension at e-learning classes during covid-19 pandemic at tenth grade of SMA Negeri 1 Batang Angkola.
2. To examine the influence of students' reading interest on reading comprehension at e-learning classes during covid-19 pandemic at tenth grade of SMA Negeri 1 Batang Angkola.
3. To examine the influence of teaching strategies and students' reading interest on reading comprehension at e-learning classes during covid-19 pandemic at tenth grade of SMA Negeri 1 Batang Angkola.

1.5. Research Questions

Based on the background of the study, the researcher formulates some problems as follows:

1. Is there any significant influence of teaching strategies on reading comprehension at e-learning classes during covid-19 pandemic at tenth grade of SMA Negeri 1 Batang Angkola ?
2. Is there any significant influence of students' reading interest on reading comprehension at e-learning classes during covid-19 pandemic at tenth grade of SMA Negeri 1 Batang Angkola. ?



3. Is there any significant influence of teaching strategies and students' reading interest on reading comprehension at e-learning classes during covid-19 pandemic at tenth grade of SMA Negeri 1 Batang Angkola?

1.6. Significance of the Study

By conducting this study, it expected to give contributions to the theoretical and practically benefit. This research gave good information related to the teachers' strategies on English e-learning classes. Also this study to provide a favorable description for further research that wants to study the same case, so this research becomes helpful information and a useful reference for the next study.

In practically, for the English teacher the researcher hopes that the result of this study will be useful for the other teacher in applying strategies for teaching English with elearning methods. So, the teacher can improve teaching and learning English to become more active, effective, and efficient even through elearning methods. Meanwhile for students by using e-learning methods and appropriate strategies, the researcher hopes that students will get enjoyable in the teaching and learning process. The students will not feel forced in learning English but they will feel happy to learn since they are put in an enjoyable situation.

1.7. Rationale of the Study

In covid-19 pandemic, all of the sector systems have many changes, especially in teaching learning process. In online learning class, students have many problems in learning process, so that students are bored to follow the class. Their interest in studying is less, because it is really different from the usual. Additionally, From the students' aspect, teachers' strategies are necessarily needed by the students to know. The students who well aware of their interest in reading may be better in acquiring the reading. "The assumption is that once successful learning strategies were identified, they can be taught and learned by less successful learners to increase students' interest in reading comprehension. Oxford (1990) in Bruen (2017) also said that "...specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, more transferable to new situations".

Reading is one way for a reader to understand the information about something. The ability to read and to extract meaning from text is a fundamental skill necessary for most forms of personal learning, intellectual growth, and educational attainment. Soedarso (2006) argues that: "Reading comprehension involves understanding of the words, seeing the relationship among words, and concepts organizing the ideas, recognizing the author's purpose, and making judgment in evaluation." In advance stage, the goals to be achieve are broader and mostly about concept of reading. It does not

only require improvement in reading speed but also in vocabulary recognition and comprehension of sentences as well as in paragraph and completely reading selections.

In the classroom, for instance, students' comprehension will not only be determined of their personal knowledge, but also be supported from other factors, such as their teacher. The students may get a better understanding if they get a good atmosphere created by the teacher. As Eragamreddy (2015) said that motivational techniques or strategies play important role to reinforce students' performance and strengthen their positive manner for learning. Teaching reading, according to Nunan (2003), has at least two parts. It can first be applied to educating students who are learning to read for the first time. Second, teaching kids who already know how to read in their first language is referred to as teaching reading. That is, readers are required to read a lot in order to have good skills because reading has two important aspects that must be possessed by readers. In other words, readers must understand two important aspects to be taught so that students have good reading skills.

Rationally, based on the above explanation, it is necessary to use some strategies in teaching that can increase students' interest in learning especially in teaching reading. By knowing their interest in reading, it is hoped that they can get better understanding in acquiring the lesson especially in reading comprehension.



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1.8. Definition of Terms

In avoiding misunderstanding for the readers, some definitions of terms related to study are given in the following:

1. Strategy

A strategy is a plan or series of activities which is designed to achieve a particular educational goal. In the teaching and learning process, strategy means the entire plan consisting designed series to reach the aim of educational goals (Aini and Azizah, 2019).

2. E-learning

E-learning refers to the use of information and communication technology that makes it possible to access online learning or teaching resources. According to the OECD (2005) defining e-learning as a use of technology and information in various educational processes to improve and support learning in higher education institutions and includes the usage of information and communication technology as a complement to the traditional classroom, online learning or mixing the two modes.

3. Students' Interest

In general, curiosity can be defined as a proclivity that leads to a person seeking out or attempting activities in a particular field. The term "interest" refers to a good attitude toward environmental issues. Interest can also be defined as a strong desire for something, as well as a strong want to learn more about it. Syah Syah Syah (2006).

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Interest defines something you like without pleasure or unwillingly.

Interest implies a longing attention or making anything. H. Djali (2011) defines interest is pleasure or continuous attention to an object for their hope of gain emergence. In this research, the interest means the students' interest in reading. The interest is the students' personal interest in reading. The researcher wants to know whether the students interested in reading or not and the factors make them interested or not.

4. Reading Comprehension

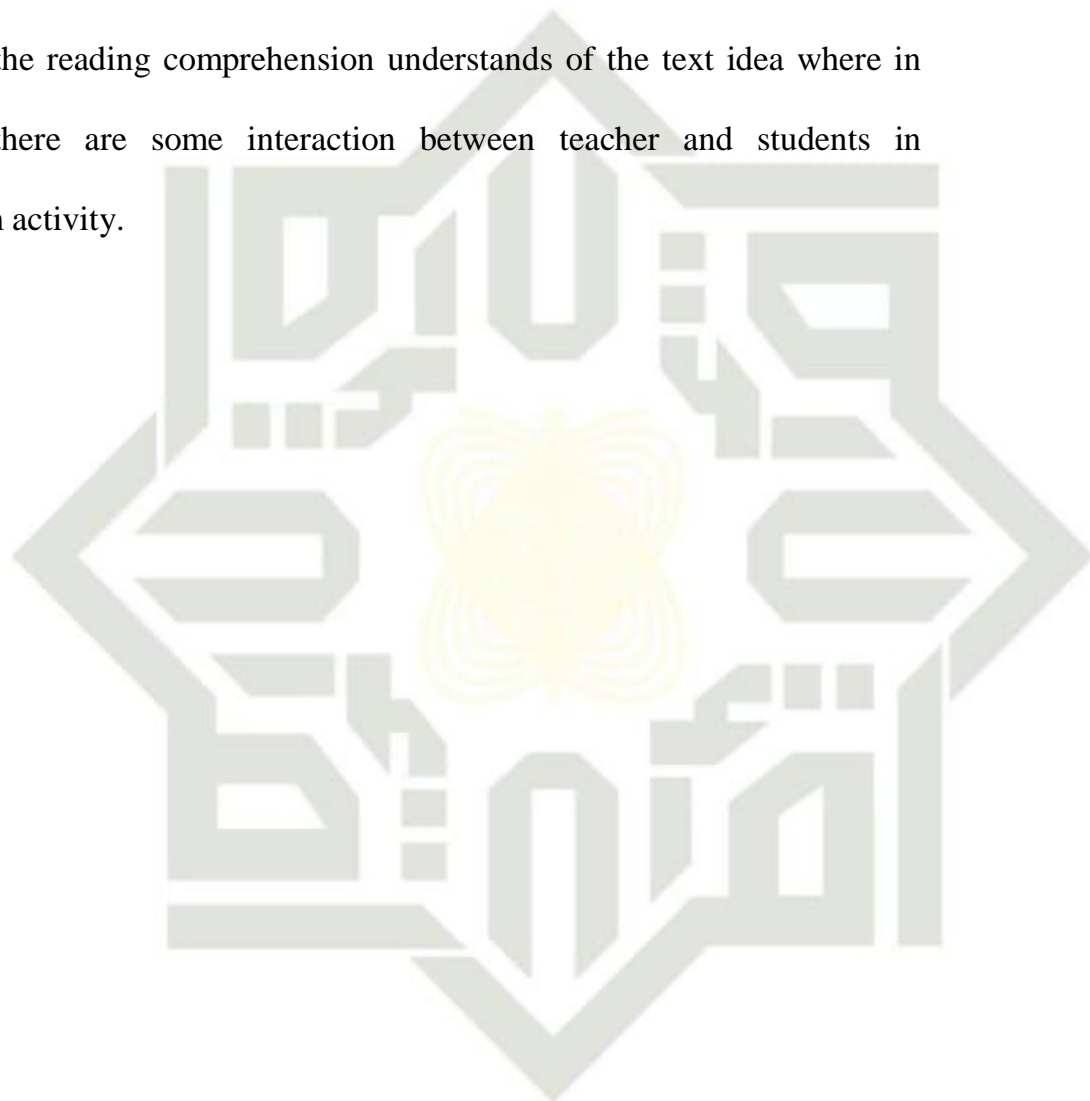
According to Rubin (in Westwood, 2001), reading comprehension has been described as a complex intellectual process involving a number of abilities. Readers must use information already acquired to filter, interpret, organize, reflect upon and establish relationships with the new incoming information on the page. In order to understand the text, a reader must be able to identify words rapidly, know the meaning of the most all of the words and be able to combine units of meaning into a coherent message.

In brief, Smith and Robinson (1980) stated that reading comprehension means the understanding, evaluating and utilize of information and ideas gained through an interaction between the reader and the author. Reading comprehension is such a kind of dialogue between an author and a reader in which the written language becomes the medium that cause the dialogue happen when the two persons communicate through the medium of print. Reading comprehension depends on many factors; (1) the

reader's ability to attend the printed idea; (2) the reader's background knowledge to which new information must be added; (3) the quality of writing itself; (4) the reader's purpose or goal in reading material. In this research the reading comprehension understands of the text idea where in reading there are some interaction between teacher and students in classroom activity.

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CHAPTER II REVIEW OF RELATED LITERATURE

2.1 Review of Related Theory

2.1.1 Reading Comprehension

Reading is a complex activity by which an individual deciphers and understands the message conveyed by a writer; a process in which according to Rivers and Williams, the aim is to obtain meaning from a text (as cited in Jiménez, 2000). It is a receptive skill of critical importance in academic life, as students obtain most of the information of their disciplines from texts are from books or resources of electronic. The way students process this information is a crucial procedure in their general academic performance. Additionally, reading is a process activating skill that involves the reader to what they read in their mind. Many studies have been done to reveal how the human brain works when the reading process is conducted. This shows that reading activities run the human brain to process the linguistic elements in order to obtain the ideas of the text. Lems (2010) concludes that reading comprehension is not a static competency.

Comprehension is an active process in which each reader brings his or her individual attitudes, interests, expectations, skills, and prior knowledge (reader context). This process can involve understanding and selectively remembering ideas in individual sentences (micro-processing), inferring relationships between clauses and/or sentences (integrative process),

organizing ideas around summarizing ideas (macro-processing), and making inferences. must be intended by the author (elaborative). process). These processes work together (interactive hypothesis) and can be controlled and adapted by the reader according to the reader's needs (metacognitive processes) and the total situation in which understanding occurs (situational context). Comprehension means what the reader remembers immediately after reading the text. According to Irwin (1986), understanding can be seen as a process of using one's own previous experience (the context of the reader), the particular text that is read (text context) and the total situation (situational context) all of which have a strong influence on what is understood.

Reading comprehension is the process of understanding the message that the author is trying to convey. Khalid (2009) stated very simply, it is making meaning from the text. Furthermore, the readers can comprehend the text through reading process that includes the readers' background knowledge. Reading comprehension is crucial for the students to be able to get the meaning out of their reading. Reading with comprehension means understanding what has been read. It is an active thinking process that depends not only on comprehension skills but also on the students' experiences and prior knowledge. Comprehension involves understanding the vocabulary seeing the relationships among words and concept.

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From the definitions above, it can be concluded that reading is an important activity used in learning process, but it becomes more useful when the readers can comprehend what they read. Overall, reading comprehension can be concluded as the ability to understand the meaning or idea in the written text completely and chronically or one's ability in comprehending the message of the English reading materials. It is an interactive and thinking process of transferring printed letters into meaning in order to communicate certain message between the writer and the reader.

2.1.1.1 The Process of Understanding A Text

Reading implies comprehension, which is the process of capturing and building up meaning from a text (written or oral). It is the result of the interaction that takes place among the text itself, the reader, and the context (Duke & Carlisle, 2011). According to Kintsch and Perfetti, the reader's mind works on the meaning of words and the syntax of the text; it builds coherence (identifying degrees of relevance among different fragments of the text), and generates a situation model of the text" (as cited in Duke & Carlisle). These steps are influenced by the context in which the communicative act takes place. The interaction of the factors mentioned above makes the reading process a highly elaborate enterprise.

In addition, the act of reading and understanding a text consists of functions that work simultaneously. It implies both decoding content and relating it to previous knowledge from the reader. Similarly, Snow (2002)

stated that reading comprehension is “the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. According to the author, reading comprehension involves the reader as the process agent, who uses all cognitive and experiential capacities for this task, including "the purposes, processes, and consequences associated with the act of reading and the text as the printed or electronic object to understand. These aspects interact with the sociocultural context, which influences the attitudes and abilities of the readers, as well as the activities they develop regarding the text.

Consequently, reading comprehension is a complex task that demands considerable effort from the reader who follows a series of important processes. According to Lin, comprehension implies obtaining and analyzing information to generate a cohesive and solid product that will demonstrate its understanding (as cited in Hill, 2011). Besides, Hill (2011) conceived reading comprehension as a process that implies interaction and strategies that can lead to reading fluency, which according to Hirsch (2003), is the general correlation between comprehension speed and comprehension quality. Assimilating the content of a text goes far beyond understanding mere words; it requires a series of analytical and critical skills, intended to obtain a meaningful outcome about the ideas expressed by an author. In this sense, Swan (1975) complemented these ideas by defining reading comprehension as the capacity of capturing the highest

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amount of information from a text with the least misunderstanding, as well as the capacity of re-stating the ideas expressed by an author.

From the description above, it can be concluded that the process of understanding the text, the reader should be interacted to the author. Reading is the active process of understanding print and graphic texts. Reading is a thinking process. Effective readers know that when they read, what they read is supposed to make sense. They monitor their understanding, and when they lose the meaning of what they are reading, they often unconsciously select and use a reading strategy (such as rereading or asking questions) that will help them reconnect with the meaning of the text. Reading skills and strategies can be taught explicitly while students are learning subject-specific content through authentic reading tasks.

2.1.1.2 Strategies For Enhancing Reading Comprehension

Learning strategies is really important to help our students to solve their low reading comprehension. The strategies may provide systematic, meaningful, and long-lasting tools that allow students to advance in their learning process and obtain increasingly better results. Therefore, steady progress increases their motivation. Oxford defined language learning strategies as “specific actions, behaviors, steps or techniques that learners use (often deliberately) to improve their progress in the development of their competence in the target language” (as cited in Pavicic, 2008).



In this sense, Oxford (2003) also highlighted that choosing the adequate strategies, according to the students' learning style and type of task, can make the learning process more efficient, conscious, and self-regulated. Furthermore, Chamot, Barnhardt, Beard, and Robbins (1999) regarded this concept as "procedures and techniques that learners can use to facilitate a learning task. When learning a language, it is important to have in mind the strategies that suit individual's academic, cognitive, and linguistic needs. In addition, when implementing the use of learning strategies, teachers should also consider affective factors that may affect our students' motivation and provide students with strategies to empower their reading comprehension development, especially for those ones who have weaknesses, as they receive tools to build up meaning from texts successfully.

At this point, reading comprehension strategies are paramount to support students in coping with possible complexities interfering with comprehension, and foremost, to become independent readers and learners, which in Cohen's words (1998), will help to shift the responsibility for learning off the shoulders of the teachers and on those of the learners. Reading comprehension strategies, defined by Graesser (2007) as actions that can be behavioral or cognitive, are enacted under particular contextual conditions, with the goal of improving some aspect of comprehension. In this regard, McNamara (2009) asserted that such strategies bring

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mechanisms to cope efficiently with comprehension problems and, over time, they will be part of students' habits. Through an adequate use of strategies, students may reduce the obstacles they find when reading a text.

In what concerns with strategies training models, Liu (2010) affirmed that a reading strategy is a deliberate action that readers take voluntarily to develop and understanding what they read, and mentioned the one proposed by Chamot and O Malley: the Cognitive Academic Language Learning Approach (CALLA). This approach, according to Lin (2010), embodies academic language development, content area instruction and explicit instruction in learning strategies for both content and language acquisition. This model encompasses six stages (preparation, presentation, practice, evaluation, expansion, and assessment) that can provide useful guidelines to support our learners in their reading comprehension development.

In sum, the appropriate selection of learning strategies for students, as well as the adequate criteria for elaborating the materials through which teachers implement reading strategies in their classes, will be crucial in the development of students' reading comprehension.

2.1.1.3 Reading Strategy

In teaching reading, teachers are required to be creative in applying strategies for achieving the objectives of the reading process in class. Several strategies are usually used by teachers such as visualization



strategies, highlighting strategies, and anticipatory guidance strategies. The following explains in detail:

1. Visualization Strategy

Paris (2011) states that visualization is a strategy that can help students in turning words into higher concepts, and improving student focus, as well as attention to independent reading skills. In short, this strategy helps students to improve their understanding of ideas and easily find everything students want to read. Here are some of the steps proposed by Antonacci (2009) by using the visualization strategy: Introduces the topic to the students.

Teacher provides topics through brainstorming activities. (1) Model analysis of the text features. The teacher analyzes the text before reading it hard, there are no maps and visual aids. The selected vocabulary is served in context and discussed. (2) Read aloud selected passage. The teacher reads hard the selected part and directs students to sketch their ideas when listening. (3) Discuss version of illustration. Students share the image and discuss variations between them. The teachers ask students to record patterns throughout images such as scenes, objects, and emotions. (4) Facilitate students' application to text. Teachers asks students to write summaries based on discussion. Then students read text using the visualization strategy to process information.

Based on several descriptions above, it can be concluded that the visualization strategy is one of the strategies that can be applied by the teacher to help students in reading. This can make students easily find important information without reading stories so often. This strategy can also help students develop their ideas and imagination in the story and also help students increase their understanding of reading. In short, this strategy Reading Strategy In teaching reading, teachers are required to be creative in applying strategies for achieving the objectives of the reading process in class.

2. Highlighting Strategy

According to Cervený et al (2003), highlighting is a strategy that uses highlighting the main idea to help teachers teach students to increase students in reading. This means that this strategy can make students will easily find important information in the text and make students understand the text too. To run this strategy, some of the following procedures can be considered as proposals by Hervey et.al (2007) : (1) Pay attention carefully to the first row and the last row of each paragraph: important information is often contained there. (2) Only required words and phrases, not all sentences. (3) Jot notes in the margin or on the stick notes to consecrate information. (4) Do not be disturbed by interesting details. Even though they are interesting, they often obscure important information. (5) Make notes on the margin to emphasize the words or phrases that have been



highlighted. (6) Signal words record: they are always followed by important information. (7) Pay attention to a variety of significant nonfiction features. (8) After completion, check to see that no more than half a paragraph is highlighted. As a reader becomes more proficient, a third paragraph is a good size to highlight.

3. Anticipation Guide Strategy

The anticipation guide strategy is one of the strategies in teaching reading which with the target of students getting an understanding at the end of reading activities. This strategy is used in teaching reading before students read the text in the teaching and learning process and is done to enable student background knowledge about the topic read. Richardson et.al (2009) states that the anticipation guide is an active pre-read strategy used to enable knowledge about a topic before students start reading text, and to provide strengthening the main concept after reading.

In sum up, in teaching reading is really important to have the strategy. Comprehension strategies are conscious plans sets of steps that good readers use to make sense of text. Comprehension strategy instruction helps students become purposeful, active readers who are in control of their own reading comprehension.

2.1.1.4 The Levels of Reading Comprehension

The goal of reading determines the best way to read the material in question. A thorough understanding of the levels of reading is necessary



before we can improve our reading skills. Kinds of reading comprehension will explain below. (Kennedy, 2010):

1. Literal comprehension

Reading is a process to understand, remember, or recall the information explicitly contained in a passage. It refers that the readers can know what a writer says. This comprehension focuses on the readers' ability to find explicit information.

2. Inferential comprehension

Reading is a process to find information which is not explicitly stated in a passage, using the reader's experience and intuition. It refers that the reader has to be able to make reasoning or finding information that is not stated in the text or implicit information.

3. Critical or evaluative comprehension

Reading to compare information in a passage with the readers' own knowledge and values.

Based on the description, it can be concluded that reading comprehension is the process extracting and understanding the information of written text which has elements for thinking of reading. The inside element as reader, text, activity whereas the outside element, there are content and socio-cultural. And also an aspect to access reading comprehension should able to find the main idea and specific information



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of the text, finding the reference and the meaning of words or expression within the text, and making inferences from the text.

The researcher reviewed that reading comprehension consists of several indicators, there are: (1) Finding Explicit Information: It consists of finding details and fact (2) Finding Implicit Information: It is consists of finding the main idea, inferring referents, drawing a conclusion, detecting the title of the text, detecting the purpose of the text and making a prediction. (3) Finding Judgment: It is consists of making a judgment. (4) Finding Idea : Finding meaning of certain word based in the context. (Kennedy, 2010).

From the explanation above, it can be concluded there are many kind of indicators of reading comprehension. In this study the researcher concludes to use the following indicators to measure students' reading comprehension test; (1). Determining main idea, (2). Finding the specific information or part of text, (3). Finding reference, (4). Finding inference, (5). Understanding vocabulary.

2.1.2 Teaching Strategy in Reading

2.1.2.1 Definition of Teaching Strategy

In the study of educational technology, the strategy is included in the realm of learning design. The development of strategy as a science has developed starting from the military world and then used in education. In warfare, strategy is needed to obtain victory. Likewise with the learning

process, educators must identify all those related to the learning process that will be carried out. Educators need to know who will be their students, how different levels of intelligence, from what background they come from, how they are motivated, and so forth. Haidir and Salim (2012) states the word strategy is often interpreted by technique or method, which is a way to convey a message in this case subject matter to students to achieve the stated learning goals. Thus, the word strategy is related to the way, tactics or methods to do something.

MacDonald (1986) defines strategy as the art of carrying out a plan skillfully. Strategy is the art of doing something skillfully. Seels and Richey (1994) define strategy as specifications for selecting and sequencing events and activities within a lesson. In line with this opinion, David (1976 as quoted in Sanjaya, 2006) strategy is a method, plan, or series of activities designed to achieve a particular educational goals.

Meanwhile, if interpreted broadly, “the strategy can include, among others: a methods, b approaches, c the election of sources including the media used in learning, d grouping students, and e measurement of success” (Haidir and Salim, 2012).

According to Djamarah and Zain (1997) writes there are four basic strategies in learning activities that include : (1) Identify and determine the specifications and qualifications of the behavior and personality changes of students as expected. (2) Choosing a teaching and learning approach system



based on people's aspirations and views of life. (3) Choosing and determining the procedures, methods, and learning techniques that are considered the most appropriate and effective so that they can be used as a guide by the teachers in carrying out their teaching activities. (4) Establishing norms and minimum limits of success or criteria and standards of success so that it can be used as a guide by the teachers in conducting, evaluating the results of teaching and learning activities which will then be used as feedback to improve learning.

Whereas teaching is a series of events experienced by a teacher to present and want change in students' behavior. It brings changes in thinking, feeling and student actions. This helps them to adapt to their environment.

Brown (2000) states that teaching means guiding and facilitating learning, enabling the learner to learn, setting the condition of learning. Teaching can be done without a teacher. They can use anything such as nature, books, teaching machines, etc., which can act as teachers. Smith (1963), consider teaching as a tripolar process which involves: (1). An agent, a source, human or material that tries to produce learning. (2). The objectives to be achieved through the teaching process. (3). Intervening variables consisting of teaching and learning situations. This may involve physical or human material conditions and teaching methods.

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From some of the definitions above, it can be concluded that the teaching strategy is a method, technique, and tactic used by a teacher to teach students in the class. Teaching strategies have been designed before, and this is very necessary so that a learning goal can be achieved, and the material can be delivered easily.

2.1.2.2 Teaching Reading

In teaching, not only tranfering the information from the teacher to the students, because it is a complex process which can do many activities when teaching learning process happens in the classroom. Teaching is not an easy job, but it is vital, and it can be quite fulfilling when we see our children grow and know that we helped to make it happen, according to Jaremy Harmer. True, certain students and teachers can be challenging and frustrating at times, but it's also worth remembering that the best teaching can also be a lot of fun (Harmer, 2008). Based on the aforementioned definition of teaching, the researcher believes that teaching entails activities and maintaining a favorable atmosphere in order to create and provide opportunities for students in the learning process to achieve their goals. There are usually two parts to teaching reading. It can first be applied to educating students who are learning to read for the first time. Second, it refers to instructing students who already know how to read in their native tongue.



In teaching and learning process the teachers need to use some ways to present the lesson because students have the different character in understanding the lesson and also to make the students interesting in conducting their lesson. The teacher can conduct some strategies such as summarizing. Summarizing is the process of reducing enormous amounts of text to their bare essentials: the gist, important ideas, and main points worth noticing and memorizing.

In summarizing, students need to view the main ideas of the text, how to ignore irrelevant information, and how to integrate the central ideas in a meaningful way. Teaching students to conclude and improve their memory for what is read. Summarization techniques can be applied to nearly any type of content. Questioning is the next technique. One of the most crucial aspects of teaching and learning is questioning. It allows tutors to learn what pupils know and comprehend, as well as for students to request clarification and assistance. The third option is to skim. Skimming is a technique for swiftly grasping the essential points and objectives of a reading selection (Cahyono et al, 2011). The fourth is scanning. Scanning is quick reading to carry out the general idea, scanning is quick reading to locate specific information. From the statement above, it is clear that the strategies influence for the students' learning in reading comprehension. So, it can be concluded that strategies is important for students to learn reading.



2.1.2.3 Strategy in Teaching Reading Activities

Reading is considered as an interaction activity between language and mind from a psychological standpoint. There are three types of activities engaged in reading class activities, according to Mukhoji (2011): pre-reading activities, during reading activities, and post-reading activities.

Firstly, pre- reading activities. Pre-reading activities are interactive activities that students do before they begin their actual reading activities. Activation is related to the student's background knowledge, the reading class's objectives, learning activities, and engaging the students in pre-reading activities. During this stage, teachers attempt to engage students' schemata connected to the issue by quickly discussing the text's contents. The purpose of pre-reading is to inform kids about the purpose of reading and learning. In pre-reading teacher also gives the motivation to students, so the students are attracted and give attention to the text because the aim of the pre reading activities is to facilitate the students' in understanding text.

Secondly, during reading activities. During reading activities, the reader engages in activities while reading. According to Mukhoji (2011), during reading, one must: (1) identify the primary concept, (2) locate text details, (3) follow the sequence, (4) infer from the text, and (5) recognize discourse patterns. During reading activities, educational activities take place simultaneously with reading activities. According to Mukhroji (2011), there are five actions to engage in while reading. Readers first recognize the

text's primary idea and locate the topic phrase through skimming. Second, readers look for precise facts and details in the text. Readers then follow a sequence by connecting items in a specific order or proses. Third, readers infer from the text by utilizing their schemata and experience to try to grasp it. Finally, readers must notice discourse patterns in order to comprehend the text holistically.

Thirdly, post-reading activities. Post-reading activities, a reader engages in post-reading activities. Students create post-questions and provide comments during post-reading exercises. Because information of both greater and lesser value is learnt in post-reading questions, students must be more engaged in incidental understanding and the objective.

Post-reading activities are instructional activities that the students and teacher do after reading take place. Mukhroji (2011) regards that post question, feedback, and group and whole class discussion are activities that can be done in the phase of post-reading activities. The activities function to check student's comprehension about the text being read. The post-question after reading class activity are very important since information of both greater and lesser important is learned. Besides asking question, summarizing the contents of the text is also applicable to the students. The activity of post-reading can also be in the form of discussion. Thus discussion can be in group or whole-class discussion. The discussion may depend on the class size, if the class is big, it will be better to have group



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discussion. If the class is small, it will be better to have whole class discussion.

2.1.2.4 Strategies in Teaching Reading Comprehension

There are many strategies that teacher can used in their teaching programs. Nunan organized a teaching system for reading around the word ACTIVE:

First, active prior knowledge. Prior to teach reading passage, it is beneficial to engage the readers in an activity that gets them thinking about what they already know about the topic of the reading. One activity that you could use is called anticipation guide. The purpose of anticipation guide is to learn what is the readers already know about the topic of the reading.

Second, cultivate vocabulary. A major strategy in helping students to build vocabulary for reading is to encourage them to develop strategies for guessing word meanings from contextual clues and background knowledge. The ways are by Finding the part of speech of the unknown word, Looking at the immediate context of the unknown word simplifying this context if necessary, Looking at the wider context of the unknown word, Guessing the meaning of the unknown word, and Checking that the guess is correct.

Third, teach for comprehension. Instead of asking the students comprehension questions after reading a passage, a teacher can model with the class how comprehension is reached. The class read together and discusses how they understand what is written. For example making

inferences that can be made awhile reading. As the class continuous reading together, teacher ask the students to verbalize the inferences that they are making.

Fourth, increase reading rate. One successful activity is called repeated reading. Students read a short passage over and over again until they achieve criterion levels of reading rate and comprehension. They understand more when reading something twice at a faster reading rate than reading it slowly only one time.

Fifth, verify reading strategies. The teacher does not have to generate the list of all appropriate reading strategies. Students can work together under direction of the teacher in sharing and evaluating strategy use.

Sixth, evaluate strategies. Reading journals are an effective way to evaluate reading progress. Students make a journal entry each day. They respond to different question based on different areas of focus they are working on in class. The other to evaluate reading comprehension is by using Critical Reading Strategies¹¹. This strategy can be alsoused as a way to evaluate students' reading comprehension.

From some statements above, it can be noted that teaching strategies are really important for the teachers to apply in the class. It is not only to improve academic aspects of students but also to manage learning environment and give the students an opportunity to involve in the environment.



2.1.2.5 Teaching Strategies on Reading Comprehension at E-Learning

Teaching strategies is education strategy can be defined as a plan method, or series of activities designed to educational achieves a particular goal. Teaching strategy is a teacher's plan in teaching and learning process to achieve which have planned. In other word, teaching strategies are approaches to teaching students. The teacher have to applied the strategy to balance between the method which the teacher's used and the way of the teacher's used to applied the material (Aswan, et. al., 2010). The strategies for teaching the English skills should be made appropriate for each skill in order to attain the expected outcomes.

Additionally, teaching strategy is generalized plan for a lesson or a lesson which includes structure, desire learner behavior, in terms of the goals of instruction, and an outline of tactics necessary to implement the strategy, Antoni (2010). According to Gendis Nadira Dwiningtiyas, et al (2020) teachers strategies often expect students to develop their reading comprehension by osmosis (absorption) and without help. In the osmosis approach, it is believed that if a teacher teaching reading comprehension to the target language all day, they will improve their reading comprehension. Moreover, according to Brown (2004), the aim of teaching reading is to make students become effective and efficient readers. In order to get the target, the teacher needs to use strategy of reading comprehension.



Furthermore, Wallace (1992) states that reading strategy is a unitary process which cannot be subdivided into part skills. It means that as a process, a reading strategy involves ways of processing text which will vary with the nature of the text, the reader's purposes, and the context of situation. The major goal for any reading activities is comprehension (Hillerich, 1983). There are many strategies for teaching reading have developed by experts. Those strategies indicate an important role of a teacher to reach the objectives of teaching and learning process. Brown (2004) stated that a teacher should choose a method which depends on the specific purposes of the reading. The teacher will focus on the three aspects to consider how to present a passage, how to develop the lesson using it, and how to follow up. First, the teacher will give a meaningful explanation related to the passage. Second, the teacher needs to think about the planning of the text stages in the lesson as this will help the readers to understand well. The last, the teacher should teach about any other aspects of reading comprehension.

Moreover, from Janatun's research (2013), she concluded that the teachers used various strategies in teaching reading. They used by the teachers were categorized into bottom-up, top-down and metacognitive. Both of them used almost the same, but teacher 2 added writing down the audio record in bottom-up strategies. The result showed that it gained positive respon from the student that means they could catch the sounds of



English word and pattern. A teacher has to implement a strategy so that his students will learn to read and comprehend as well as possible.

There are many strategies that teachers can use when they are teaching reading comprehension. According to Setiyadi (2006), some of the strategies are created and used by using authentic material and approaches, reading aloud in the classroom, comprehension question, check the level of difficulty of the text, use pre reading activities to prepare students for reading. In addition, teachers also may use the other strategies such as developing vocabulary of children, not to continue reading without understanding, grasping the heart of matter, using contextual clues, teach reading strategies, visualizing what is written, provide a variety of reading purpose, identify texts and tasks, and so on.

On the other hand, Adler C.R, (2001) stated that teaching reading comprehension strategies are conscious plans-sets of steps that good readers use to make sense of text. Comprehension strategy instruction helps students become purposeful, active readers who are in control of their own reading comprehension. Adler C.R made seven strategies here appears to have a firm scientific basis for improving text comprehension. They are monitoring comprehension, metacognition, graphic and semantic organizers, answering questions, generating questions, recognizing story structure, and summarizing. In teaching reading, a teacher may use many different strategies. In order to use any instructional technique effectively,



anyone who teaches must understand the principles and assumptions upon which each specific technique is based. There is certainly no shortage of descriptions or labels for activities that may be classified as pertaining to instruction. The teacher should use many strategies in teaching reading such as applying various methods, media and games in order to keep the students interested. Brown (2004) has noted that the fundamental feature of teaching strategies is to make it easier to implement a variety of teaching methods and techniques. The key is to create learning environments that are more interactive to apply technology where applicable into the learning experience, and to use appropriate collaborative learning strategies.

Thus, in effective teaching of reading comprehension, teachers lead students in the classroom to become proficient and successful readers. Creative teachers do not use only one specific method and technique, but implement many strategies and skills to accommodate the needs and learning styles of each student in the classroom. Slavin (2000) has also noted that effective instruction is not a simple matter of one person with more knowledge transmitting knowledge to another. Therefore, successful teachers who teach reading realize that reading can be taught by using a variety of strategies. The teaching must be modified by the teachers depending on the students' needs. According to Allington (2002), he notes that creative teachers manage to get better results regardless of curriculum



materials, pedagogical approaches and/or reading programs. It shows that the teacher has an important role in teaching students.

Based on the explanation above, the researcher assumed that the role of teachers is very important to overcome students' problem in learning reading comprehension. The teachers should find out various strategies in order to increase the quality of teaching and learning process. The teachers' strategies in teaching reading comprehension become a problem if not overcome soon.

However, in online class the teacher also needs to use some strategies in teaching reading. There are seven strategies in online reading strategy; (1) using interactive multimedia, (2) using applications in computers, (3) dialoguing, (4) set the reading goals and planning, (5) preview and assign the reading, (6) connect previous knowledge and experience with texts and assignments, and (7) resume. Two strategies have unique concepts for online reading: five other strategies are applied to online reading and paper-based text reading. In this study shows that online hybrid reading emphasizes various reaction patterns and participants' preferences in their hypermedia learning environment (Park & Kim, 2011). The use of support strategies dominates the use of strategies and contributes most of the gains to understanding, but exclusive reliance on support strategies does not succeed in predicting improved scores on main ideas and details when students read more challenging texts. Overall, the use of global strategies



contributes significantly to better comprehension (Huang, Chern, & Lin, 2009).

Therefore, reading comprehension is not the only activity to get linguistic achievement, but also as the complex activity requiring the knowledge and skills. So, it can be used for everyone to understand life. In the learning process, reading can learn in everywhere. The students can get the success of reading achievement, they must have a good reading pattern both off at home or class. In the digital era, technology has provided convenience in the teaching and learning process of reading in the classroom. At present technology has become a complement to the strategy of reading, such as online reading strategies. Teachers can build patterns of reading comprehension through online reading strategies, especially reading patterns at school and home. This is because the habit of reading can bring good reading habits in class. The online reading strategy used the multimedia that combined technology in the class. Thus, the strategy gave the effectiveness to the reader in the building of critical thinking to understand the meaning of the text.

According to Griffith and Brophy, effective reading in the digital era further requires critical readers who are able to search, evaluate, and form interpretations of the material they read online or encounter digitally. These processes assume the development and use of inquisitive skills as well as the ability to read critically, which are important skills given that

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information can be accessed on the Internet at an unprecedented rate and the verification of authenticity requires careful scrutiny. Even though online searches using Google and other search engines can result in millions of returns, users tend to focus on a limited range of popular sources (Ng & Bartlett, 2017).

From the explanation above, it can be concluded that teacher can make the students' reading comprehension effectively and students in good habits in reading even though on online class by using digital era and technology.

2.1.3 Studets' Interest in Reading

Interest is one of the psychic factors that encourage individuals to stimulate an activity which is implemented to achieve the goal to be achieved. Interest, according to the Meriam Webster dictionary, is an emotion that goes along with or draws special attention to an object or a group of objects. Lester and Alice (1987) supported that interest as a way to demonstrate the ability to offer stimulus that urges us to pay attention to someone, something, or actions that can influence the experience that has been generated by the activity itself.

Generally, the interest can be interpreted as a tendency that causes a person to try activities in a specific field. Interest also means a positive attitude towards environmental aspects. Interest is a persistence tendency to observe and enjoy an activity with pleasure. According to Meichati (1972),



interest is defined as a profound concentration, intensive mastery, and individual mastery to rigorously perform an activity.

Furthermore, interest denotes a desire for attention or to perform something. Interest can also refer to something that someone enjoys without expecting anything in return. Pawit (1990) defines interest as "a pleasure or sustained attention to a thing for the sake of hope." Interest, according to Slameto (1987), is a constant tendency to observe and recall parts of the actions. In a similar vein, Djali (2011) states that interest is a sense of choice and connectivity about a subject or activity, with no single cause driving it. Furthermore, everyone has a strong need to be in touch with something that brings them joy and happiness. The feeling of pleasure and the desire to acquire can develop what has made him or her happy. The activities demand constant attention of someone who is accompanied by a sense of fun. Interest is always followed by feelings of pleasure and satisfaction derived from it. Great interest influences on learning, because if the lesson materials learned are not in accordance with the interests of students, the students will not learn as well as possible. The study materials which attract students are easier to learn, because interest adds impetus to learn.

Hurlock (1999) claims that interest is a source of motivation that motivates people to do what they desire since they have the freedom to do so. They are interested in anything that appears to be profitable. This will

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make you happy. Based on the definitions above, the researcher summarize that interest is a tendency related to individual feelings, especially feeling happy to something he or she considers valuable; it is in accordance with the needs; and it gives satisfaction to him or her. Activities, people, events, or items that can be used as a stimulus that needs a directional response can all be regarded useful. Interest is linked to motivation in the individual, which leads to a desire to join in or be involved in what he or she is passionate about.

Based on the statements above, interest is one of the psychological items which has an important role in a human beings especially in education. Interest is always followed by feelings of pleasure and from there can be obtained satisfaction. Interest is also a big influence in the learning, because if the learning material is not in accordance with the interest of the students, they will not learn as well as good. Learning process will go well if someone has an interest. The student who has an interest in learning a subject matter, will comprehend the material at a deeper level than the student who has not.

Reading interest, according to Rahim (2005), is a strong desire to read that is accompanied by an attempt to read. Someone with a strong reading interest will be willing to obtain reading materials and read them on his own initiative or with outside encouragement.

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Reading interest, according to Mark (2004), is the desire to read, respond affectively, search, and expand one's self-understanding and feeling of self-worth through reading. Furthermore, Rahayu (2009) stated that reading interest is a state in which a person enjoys reading and is aware of the benefits of reading. In other words, reading interest is a state in which someone enjoys in reading and knows if reading is an important activity to increase someone's knowledge.

According to Burs and Lowe, as stated in Prasetyono (2008), students that have a strong interest in reading exhibit the following characteristics:

Firstly, the need for reading. Reading, for most of people, is very hard task. A person who feels reluctant in reading does not have wide purpose than the information he receives. When someone reads, he has specific purpose consciously or not which is different with someone else. Of course, there must be a lot of kinds of purposes from reading activities. With these purposes, make the reading becomes the activity that is needed in order to reach the achievement.

Secondly, the action to look for reading. Everyone has the opportunity to read, but few people want to take advantage of it. Reading is one of the things that are less desirable in society. Moreover, they tend to be feared, because they are considered boring and tiring. Only certain groups of people who have a high interest in reading take advantage of their free time





to read. Here, they have several activities to make reading more interesting and fun.

Thirdly, the feeling of pleasure for reading. Reading for pleasure is reading something that is meant to be enjoyed. It involves a wide range of literature including fiction and non-fiction. Reading for pleasure has become a necessary practical place in students' daily lives and classroom-based activities.

Fourthly, the desire to always read. In fact, reading is synonymous with knowledge. It is one of the main aspects in human civilization that advances human life. Reading determines to make science develop rapidly, lead humans into a dynamic and broad-minded life.

Next, the follow up. People are encouraged to put what they have learned from a book into practice after they have finished reading it. Post-reading activities might help you keep the knowledge you obtained from your reading activities. For example, creating presentations, coming to conclusions, having conversations with friends, and so on.

To summarize, having a passion for reading entails having the motivation to read and effectively responding to the desire to gain self-awareness and a sense of self-worth through reading.

2.1.3.1 The Types of Interest in Reading

In general, students' interest will influence their willingness to participate in teaching and learning activities during the learning process.

Students will pay attention to the teacher if they are interested. There are various different sorts of interest: a. Interest in oneself. It is a more stable personal attitude toward a particular subject or domain. It is a student's unique interest that he or she brings to the classroom, such as: space exploration that is based on a high level of understanding. b. Interest in a certain situation. It is a more transient and specific position of focus on a subject. It can be boosted by incorporating texts, media, and a presentation or slide show.

Reading interest, according to Sadoski, motivates the reader to comprehend the main idea of the text. Reading interest, according to Rahim (2005), is a strong desire to read accompanied by an attempt to read. Furthermore, reading interest, according to Herman in Yunita (2011), is a powerful and profound concern accompanied by sensations of pleasure from reading, which might motivate someone to read on their own accord. Furthermore, Sinambela in Rahayu (2009) stated that reading interest is a state in which a person enjoys reading and is aware of the benefits of reading.

The following are characteristics of students who have a strong desire to read. Saiful is a beautiful word (Education no.03.2005) ; (1) Always read in their spare time (2) Have a willingness to read (3) Make reading a requirement. (4) Reading continuously. (5) Reading with pleasure.



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From the explanation above the similarity between personal and situational are: First, both situational and personal interest result in the psychological state of interest that involves increased attention and cognitive functioning, persistence and has an affective component. Second, personal and situational interest emerge from the interaction of the person and certain aspects of the environment and are content specific..

2.1.3.2 The Relationship Between Reading Comprehension and Reading Interest

One of the internal elements is interest. High interest, according to Shnayer (1968), leads to increased comprehension, which allows a youngster to read beyond his tested reading level. Furthermore, Sadoski Mark (2004) states that reading interest refers to the want to read and respond affectively, as well as the desire to learn new things. Reading helps us to gain a better awareness of ourselves and a greater sense of self-worth. Reading interest is critical for students' academic progress and comprehension of certain themes in a text. Reading comprehension, according to Jannette (2007), is the process of building meaning by coordinating a number of complicated processes, including word reading. Purpose, active reader, genres of text, quality of literacy teaching, interest, and independent practice are some of the characteristics that influence reading comprehension, according to Donoghue (2006). Finally, one of the

most essential things that influence students' reading comprehension is their reading interest.

2.1.3.3 Factors Influencing Reading Interest

Interest is primarily a product of encounters. The development of interest occurs as a result of activities that will be repeated in the same activity. There are various factors that influence interest, according to the crow (1973). The following are some of these factors: a. The factor of inner desire: It will be simple to stimulate attention if stimulation comes from an environment or scope that corresponds to someone's wants or requirements. For example, someone with a desire to learn about science has a learning tendency. b. The social motive is defined as a person's interest in an object or something. Furthermore, it is impacted by internal factors as well as societal motives. To put it another way, someone is motivated by great achievement in order to gain social standing. c. Emotional Factor: This emotion and mood has an impact on the object. In more depth, someone who succeeds in traveling as a specific activity will have joy and an increase in spirit or high interest in the activity. Failure experiences, on the other hand, will pique someone's attention.

Furthermore, according to Sukmadinata (2010), the following elements influence interest: (1) Knowledge. Knowledge is the consequence of humans sensing a specific object and then knowing about it. The senses of sight, hearing, smell, taste, and touch are the five senses that humans

have. Much of what we know about the world comes through education, other people's experiences, the media, and the environment. (2) Experience. Experience as a source of knowledge is a method of gaining the truth of information by applying what has been learned in the past to address difficulties. (3) Information. In general, information is the result of transforming data into a format that is more helpful and relevant to the recipient and represents real-world occurrences that are used to make decisions. Data that has been categorised, analyzed, or interpreted for use in the decision-making process is referred to as information. In conclusion, having an interest in reading means having the motivation to read and respond effectively to seek our self understanding and our sense of self worth through reading

2.1.3.4 Indicators of The Students' Reading Interest

Reading interest plays important role in increasing students' reading comprehension. Interest in reading is something very necessary for those that are expected to facilitate the learning process. With self-interest in reading the students will likely be able to motivate them to learn to be independent so it can help to achieve the maximum learning achievement. Generally, there are many aspects of interest and principles that can be affecting the students' interest. According to Skinner (1984) there are four indicators of students' interest as follows: (1) Pleasure. Pleasure will emerge one's interest to objects of the people that satisfy them. (2)



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Willingness .This motivational desire will produce a will, attention, and concentration to a given object, then the interest of the individual will appear. (3) Consciousness. A person can be said to be interested in something if he/she has consciousness. (4) Attention. When the students observe an object, he perceives only what he/she pays attention to or interested in.

On the other hand, According to Hayati (2009), there are numerous techniques to assess a student's interest in reading, as follows: (1) The amount of time students devote to reading activities, such as reading books, using reading facilities (such as the library), and participating in reading-related activities. (2) The frequency with which students engage in reading activities reveals the intensity of their reading. Whether or not they spend a lot of time reading and how they organize their reading schedule. (3) Concentration; the more interested pupils are in reading, the longer they will be able to concentrate on it. (4) The pupils' statements regarding the feelings of love without being pushed, need, satisfaction, and joy; and the feeling of benefiting from reading.

According to Burs and Lowe (n.d.) as mentioned in Prasetyono (2008), the markers in establishing a student's reading interest are: (1) The importance of reading, (2) The steps to find a book to read, (3) The pleasure derived from reading, (4) The desire to read all the time, and (5) The next step (follow up what has been read).

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Furthermore, Bafadal (2008) claims that a sense of enjoyment in reading can be attributed to a number of elements, including: he understands the benefits of reading; he recognizes that books and other fine writing can extend his perspectives (knowledge and insight). Finally, pupils' reading interest is measured not only by the word "interest" or "happiness," but also by their ability to prove it with the actions related to reading. On the other words, the penchant of readin is closely related to AIDA action framework; *attention, interest, desire and action*.

In conclusion to investigate the students' interest in reading, the researcher decides to use four aspects of interest and principles that can be affecting the students' interest as the indicators are mentioned by Skinner, they are; pleasure, willingness, consciousness and attention.

2.1.4 Electronic Learning (E-Learning)

2.1.4.1 The Element of E-Learning

The development of information and communication technology that very rapidly encourages various educational institutions to use the elearning system to increase the effectiveness and flexibility of learning. Through e-learning, learning material can be accessed anytime and from anywhere, in addition to the material that can be enriched with various learning resources including multimedia which can quickly be renewed by the teacher.

Udan and Weggen (2000) mention that e-learning is part of distance learning whereas online learning is part of e-learning. Also, the term

elearning includes various applications and processes such as computer based-learning, web-based learning, virtual classroom, etc. Meanwhile online learning is part of technology-based learning that utilizes the internet, intranet, and extranet resources. More specifically Rosenberg (2001) defines e-learning as the utilization of internet technology for distributing learning material, so students can access anything.

According to Khan (2005), e-learning refers to delivering learning material to anyone, anywhere, and anytime with using various technologies in an open learning environment, flexible, and distributed. Furthermore, the terms of learning are open and flexible refers to the freedom of students in terms of time, place, speed, content material, learning style, type of evaluation, collaborative or independent learning.

From some definitions above, it can be concluded that E-learning can be done anywhere and anytime using available technology so that learners can access anything they want to know.

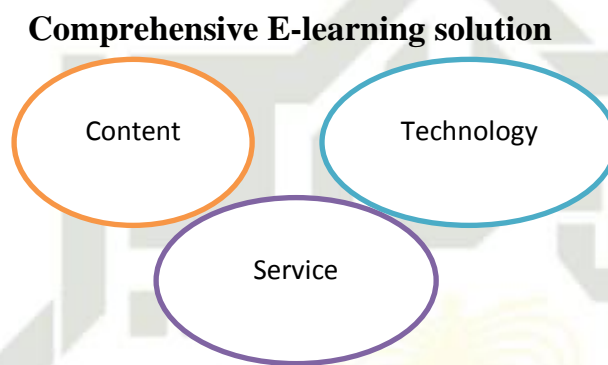
According to Clark & Mayer (2008) that interpreted the term, elearning refers to several elements, where “E” on e-learning refers to “How”: how this learning is digitized so that it can be stored in electronic form “Learning” on e-learning refers to “What”: this learning includes what content and how to help someone study the knowledge, and “Why” refers to the goal to help individuals achieve educational build skills related to work performance.

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Therefore, it is not surprising that thousands of vendors began to enter or migrate in the e-learning industry era that offered three important key elements as shown in the image below (Paul, 2001).

Figure II.1



2.1.4.2 E-Learning Models

E-learning implementation varies greatly, but all it is based on a principle the e-learning is hosted as an effort to disseminate information in the form of learning material through electronic or internet media so that students can access it anytime and anywhere. The characteristic of elearning is the creation of a flexible and distributed learning environment.

Based on the definition, e-learning can be divided into four models, namely:

1. Web-Based Learning

Web-based learning is a remote learning system based on information technology and communication with the web interface (Munir, 2009). In the web-based learning, learners do online learning through a

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website. They can communicate with each other with colleagues or learners through the facilities provided by the website.

2. Computer-Based Learning

Computer-based learning can be defined as a self-learning activity that can be done by learners using a computer system. Rusman (2009) suggests that computer-based learning is a learning program used in the learning process using computer software containing titles, goals, learning materials, and learning evaluations.

3. Virtual Education

Based on the definition of Kurbei (2001), the term virtual education refers to learning activity that occurs in a learning environment where teachers and learners are separated by distance and time. The teacher provides learning materials through the use of several methods such as LMS applications, multimedia materials, internet utilization, or video conferencing. Learners receive the material and communication by utilizing the same technology.

2.1.4.3 The Role of the Teacher in E-Learning

Heather Fry, Steve Ketteridge, Stephanie Marshall (2009) the widespread use of e-learning can break down the traditional academic role into several functions, which can be carried out by more than one person.

For example, having an online class where there are: (1) Lectures, who work with professionals to produce appropriate online content. (2) E-

moderators, who are teaching assistants responsible for organizing course discussion forums, to stimulate discussion, and to carry out learning activities based on lecture and reading material (Salmon, 2004). (3) Group facilitators, who work with small groups of students on specified collaborative activities, and maybe students on the path itself. (4) Technical or administrative, roles are responsible for answering practical student questions about the technology of courses. (5) Assessors, who can be brought from outside the course to mark student work. (6) Academic guests, who supply more detailed information on the alley, may organize courses and give students a feeling of being part of larger faculty.

From the example can conclude that the rule of the teacher in e-learning sometimes it depends on the situations. Sometimes the class needs some people to make the class more interest and more organized.

2.1.4.4 Indicators of Teaching Strategies on E-Learning

Every teacher has different strategies in teaching in the class. Similarity on e-learning class, the teachers also have strategies that suitable to the material. Teaching strategies on e-learning indicators based on a synthesis of e-learning indicators, it was found that there are 7 indicators of teaching strategies on e-learning as follows (Jirasak Sae-Khow : 2014):

1. Institute and Organization

This refers to an institute or organization having e-learning operation with clear e-learning management in terms of: operational policy and



strategy; clear e-learning management; continual e-learning strategy management and development; good organization culture supporting its task operation; and, importantly, continual quality improvement and development (WCET, 2001; IHEP, 2000; ACODE, 2007; CHEA, 2002; Thapane, 2009; Lockhart & Lacy, 2002; Khan, 2001; Haroff & Valentine, 2006; EADTU, 2001).

2. Curricular Program and Instructional Design

Importantly, curricular programs and instructional design must always be improved, focusing on up-to-date learning content and consistency with learning objectives. Besides, teachers and learners should take part in curricular program improvement/development which must meet needs of learners. It must have clear curricular structures, goals of the curricular program, and course outline covering all learning content which is consistent with outcomes of educational facilitation (IHEP, 2000; Frydendberg, 2002; Lockhart & Lacy, 2002; CHEA, 2002; Osika, 2004; CHIRON, 2006; CHEA, 2011; Sloan C, 2009; The United Kingdom's education. 2003).

3. Resources, Technology, and Information Technology

This indicator is essential since it concerns with learning resources, basic technological structures, and provision of information technology services. Thus, an elearning institute needs to have enough modern basic



structures which cover services (Bates, 2000; CHEA, 2001; Moore & Kearsley, 2005; Bacsich Paul, 2005; Thapanee, 2009).

4. Teaching/Learning Process

This process occurs when a learner is learning through e-learning. In fact, it should have agreements and suggestions about teaching/learning methods before learning through e-learning (WCET, 2001; IHEP, 2000; Bates, 2000). Besides, it should have diverse learning sources (Sloan C, 2009b; Johnstone, 2005; The United Kingdom's education, 2003) in order that a learner has an alternative of learning sources. Not only this, teacher and learner should always have interaction to each other with rapid responses. The teaching/learning process should place the importance on individual differences in learning potential (WCET, 2001; IHEP, 2000; Bates 2000; CHIRON, 2006). Also, it needs to always have research on e-learning teaching/learning (Haroff & Valentine, 2006; Institute of Learning and Research Technology, 2003).

5. Learner

A learner is essential to e-learning. It is a question how the institute supports a learner to have the occurrence of learning and be able to finish his course. The indicators have the following details: Training a learner on various aspects and guidance before learning (Lockhart & Lacy, 2002; ACODE, 2007); support a learner on information technology using for effective communication and learning (WCET, 2001; Frydenberg, 2002;



CHEA, 2011; Osika, 2004; Channey et.al., 2009; European Commission DG Education and Culture, 2002; Modeling Advice and Support Services to Integrate the Virtual Component in Higher Education, 2004; Johnstone, 2005; Thapanee, 2009). Moreover, giving advice, academic/professional assistance, and provision of convenience to learner are important (Lockhart & Lacy, 2002; Moore & Kearsley, 2005). This also includes motivation and learning concentration of learner (Sloan C, 2009a; Osika, 2004). All of these can help learner be successful in learning.

6. Faculty (Teachers) and Supporting Personnel

They are indicators promoting effective learning through e-learning. They often attend training for an increase in knowledge about new technology and effective operation (Lee & Dziuban, 2002; CHEA, 2011; OBHE, 2006; Bacsich Paul, 2006)

7. Measurement and Evaluation

This indicator should have diverse learning achievement tests and learning evaluations in accordance with: 1) the learning standard (WCET, 2001; IHEP, 2000; Lee & Dziuban, 2002; Lockhart & Lacy, 2002; Institute for Learning and Research Technology, 2003; Bacsich Paul, 2006); 2) curriculum evaluation in accordance with the standard of curricular program and operation of the curricular program (Bacsich Paul, 2006; Haroff & Valentine, 2006; Thapanee, 2009); 3) evaluation of faculties and supporting personnel (WCET, 2001; IHEP, 2000; Lee & Dziuban, 2002;



Bacsich Paul, 2006); 4) evaluation of communication and provision of technological services (Osika, 2004; CHIRON, 2006; OBHE, 2006); and 5) evaluation and revision for the system improvement (WCET, 2001; IHEP, 2000; Bates, 2000; Institute for Learning and Research Technology, 2003; OBHE, 2006; Bacsich Paul, 2006; Johnstone, 2005 Thapanee, 2009).

From the description above, in this study the indicators of teaching strategies on e-learning will be used institute and organization, curricular program and instructional design, resources, technology, and information technology, teaching/learning process, learner, faculty (teachers) and supporting personnel and measurement and evaluation

2.1.4.5 Advantages of E-learning

The advantages of e-learning are to provide flexibility, interactivity, speed, visualization through various advantages of each media (Sudjana, 2005). According to L. Tjokro (2009) e-learning has many advantages, namely: a. It's easier to absorb, meaning it is to use multimedia facilities in the form of an image, text, animation, sound, and also video. b. It is more effective in the cost, meaning that it does not need an instructor, there is no need for a minimum of hearings, can be anywhere, and so on. c. It is more concise, meaning that it does not contain a lot of class formality, directly into a subject, subjects that are suitable for needs. d. Available in 24 hours per day, meaning is mastery in the material depending on the spirit and also the absorption of students, can be monitored, can be tested with e-test.



The conclusion is e-learning provides a flexible timing and less budgeted learning for students. They are able to learn their desire course and subjects on their suitable time. This gives a great opportunity for learners to gain new skills and strengthen their knowledge level staying in their own place

2.1.4.6 Disadvantages of E-learning

According to L. Gavrilova (2006), lack of e-learning is a learning using the e-learning model requires more additional equipment (for example computers, monitors, keyboards, etc.). The lack of e-learning described by Nursalam (2008), among others, like (1) The lack of interaction between learners and also students or even the learning themselves. (2) These trends can ignore the academic aspects or also social aspects and otherwise make the growth of business aspects or commercial. (3) The teaching and learning process tends to be towards training from education itself. (4) Changed in the role of learners from the beginning of mastering conventional learning techniques, is now also required to be able to know the learning techniques using ICT (information, communication, and also technology). (5) The lack of human resources that understand the internet. (6) Lack of mastery in computer language. (7) Access on the adequate computer can be a problem for learning. (8) The learning may be frustrating if it cannot access graphics, images, and videos due to inadequate equipment (software and hardware). (9) Availability of an



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infrastructure that can be fulfilled. (10) This information varies in quality and also accuracy so that the guide and the question features are needed.

In conclusion, e-learning should be seen as a complement and extension of classical forms of learning. Not even the best online course can fully replace the personal contact with a teacher, or the human relationships that develop in a group. So, traditional classes shouldn't be replaced with online learning.

2.1.5 Teaching English during COVID-19

E-Learning is needed for Education in Indonesia today, because the development of technology itself causes the event of almost all aspects of life to occur, which construction makes things easier. It can be seen from the development of the topic of e-Learning itself in the world, which every year is proliferating (Stoker, 2016). Asia is a region that has a very rapid development, but countries that drive this development mainly are the countries of India, China, and Australia. Seeing regarding the size of the region and the population, Indonesia should have a significant contribution to the development of e-Learning activities, but the facts inform others.

Additionally, e-learning as a model for almost all subject can also be applied in language learning including English. Web pages as one of menus offered in e-learning can help lecturers to teach English. Web pages have been grouped according to their domains such as vocabulary, grammar, phonetics and four language skills such as speaking, listening, reading and

writing. Through this menu, lecturers can download textbook or teaching modules either free or with cost. Lecturers can also share link or information to students about English. They can access English video as well and both teachers and students will discuss about it. In addition, the use of Web Centric Pages also helps teachers to communicate about learning materials and assess students' speaking directly via virtual conference applications that can be downloaded such as *Zoom, Cloud Meetings, Cisco Webex Meetings, Google Classroom* and other similar applications. Lecturers can invite dozens of students to have face-to face lectures online even examination can be carried out online these days. While the Web Enhanced Course can be used for presentations with more participants. After the presentation is done, lecturers can engage students in interactive dialogue relates to the topic.

2.1.5.1 Challenges in using E-learning in the time of Pandemic

Despite the advantages of e-learning mode to facilitate English learning, in the time of pandemic, e-learning also has some challenges such as: (1) The unavailability of internet access/ WIFI, electricity, computer, PC, and other infrastructures that support the e-learning process; (2) The lack of cheaper software; (3) Learners don't feel motivated enough because the students may end up feeling isolated and emotionally disconnect; (4) Poor levels of student engagement, it is difficult to focus on a pixelated video screen when they hear some distractions such as noise and feedback;



rustling papers, motorcycles, cars, horns, kettles, wind and so forth; (5) Lack of classroom-like teacher presence; (6) The problem of skill and knowledge, some lecturers and students are unskillful and illiterate in using digital technology; (7) Attitude towards ICT (Information, communication and technology), understanding of the importance of ICT in learning including E-learning needs to be encouraged persistently.

2.2 Related Studies

Related studies need some formerly researches conducted by other researchers in which they are related to this research. The researcher can make a comparison of the result of each strategy used by the teacher in the English elearning class method, and also the researcher can conclude what extend the strategy helps the teacher in e-learning classes.

Several studies are relevant to this research, including, for the first is *Teaching English through Online Learning System during Covid-19 Pandemic* by Tira Nur Fitria. The result showed that the institution's support in the online learning system could be described in three categories:

(1) there were 66 respondents or 83.5 % said yes, (2) there were 8 respondents or 10.1 % said no, and (3) there were 5 respondents or 6.5 % answer with other responses. Meanwhile, the English lecturers' opinion toward implementing an online learning system showed two responses between positive and negative responses. The 77 respondents or 97.5 %, said yes, then 2 respondents or 2.5 % said no to using the online learning



system. In the teaching-learning process, the English lectures mostly used one online learning system, and some lectures used two or more online learning system. The 31 respondents or 40.3 % used Google Classroom, 6 respondents or 7.8 % used Zoom, 5 respondents or 6.5 % used Schoology, 5 respondents or 6.5 % used Edmodo, 4 respondents or 5.3 % used Moodle, as 2 respondents or 2.6 % used Google Meet, 2 respondents or 2.6 % used WhatsApp group. The other responses showed that they used self-platform, SPADA System, Elena Platform, UCY Learning, English Discoveries, Email, Skype, and BlogSpot. These results suggest that the online learning system has the potential to help the lecturers and students in the teaching and learning process.

The second, John Eidswick (2009), carried out the study about *The Influence of Interest on Reading Comprehension in EFL Students*. Results indicated that high interest did not result in improved reading comprehension. Participant reports of individual interest in a topic increased significantly upon reading a text whose contents were endowed with interesting but unrelated elements. The difference between evaluation of topic interest before and after reading a text was found to be significant as well, suggesting that topic interest might be most accurately evaluated by response to text instead of less informative text titles.

The third, a study of Tari Putri Utami (2020) it is about *An Analysis Of Teachers' Strategies On English E-Learning Classes During Covid-19*



Pandemic (A Qualitative Research at MTs Sudirman Getasan in the Academic Year 2019/2020), this study was a qualitative approach and was aimed at answering the following research questions: (1) What are the strategies on English e-learning classes during the COVID-19 pandemic at MTs Sudirman Getasan? (2) To what extent do the strategies help the teachers in English e learning classes?. Then The results of the study show that (1) The teachers use different strategies because the expected skill output are different, for writing skills the teacher uses 3 strategies namely planning, drafting, and editing. As for listening skills, the teacher applies several strategies such as listening to songs, writing song lyrics, matching lyrics, and finally sing a songs. But both of them use the video-based learning model and also virtual education through WhatsApp. (2) Strategies in teaching through elearning classes during the COVID-19 pandemic greatly assisted teachers in the teaching and learning process to achieve learning goals.

The fourth, the study by Dessyana (2017) entitled *The Teachers Strategies On Teaching Reading Comprehension Of Recount Text At Grade X Of Sma Negeri 1 Simpang Empat*. Undergraduate thesis, UNIMED. This study found that the teachers used the strategies guided and managed the students in comprehending the material with the reasons to use it is because the students get difficulties in comprehending the material if the teachers were used the traditional teaching strategies.



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Next, Amirah Widia Adiarti (2018), carried out the study with the title *The Correlation Between Students' Reading Interest And Students' Reading Comprehension Ability At The First Semester Of The Eleventh Grade Of SMA YP Unila Bandarlampung In Academic Year of 2018/2019*. In this research, methodology of the research is a correlation research. in the taking the sample of the research was gained through simple random sampling. The population of the research was taken from students of the eleventh grade of SMAYP Unila Bandar Lampung. The researcher took 30 students from 133 population. In collecting the data, the researcher used questionnaires to measure students' reading interest and test for reading comprehension ability. The try out of questionnaires was done to find out the validity and reliability. Then a try out reading comprehension ability test was also done to find out the validity and reliability. After the data of students' reading interest and reading comprehension ability were collected, the data were statistically computed, to find out the correlation between students' reading interest and students' reading comprehension ability.

From the data analysis, the result of applying the distribution shows that coefficient correlation is 0.59, it means that there is possitive correlation between students' reading interest and students' reading comprehension at the first semester of the eleventh grade of SMA YP Unila BandarLampung in academic year of 2018/2019. From this research, it is

suggested that students have good a reading interest, to get a good reading comprehension ability.

The sixth, the study from Kayleigh O'Flynn (2016). The title is *Students' Reading Interests Impact on Reading Comprehension Abilities*. This study aimed to see if there was a correlation between a student's interest in either fiction or nonfiction books and his/her ability to comprehend. The study was conducted by a classroom teacher and took place over a three-week period with eight students. The study found that students are able to better comprehend nonfiction texts regardless of their interests.

The seventh, Arthalina Romauli et al. (2018) entitled *The Effect Of Teaching Strategies And Sel-Efficacy On Students' Achievement In Reading Comprehension*. They found there was interaction between teaching strategies and sel-efficacy on students' achievement in reading comprehension.

The next, Ewo Priyo Susanto (2015). It is about *The Correlation Between Students' Reading Interest and Students' Reading Comprehension*. As a result, it was assumed that pupils who are passionate about reading will have superior reading comprehension in English. This demonstrates the importance of reading interest in the learning process. Students choose what they want to read because they are more likely to read stuff that interests



them. The null hypothesis (H_0) was rejected as a result of this, and the alternative hypothesis (H_a) was accepted.

The ninth, this is from Eka Sustri Harida, et al. (2018). It is about *The Analysis Of Teachers' Strategies In Teaching Reading Comprehension At SMAN 2 Padang Bolak*. This research was taken based on fact of the teachers' problems in teaching reading comprehension. The researcher identified many problems, as seen that there are many teachers who did not know how to teach English, especially in teaching reading comprehension. The sources of the data for this research were English teacher, students and headmaster. As the instrument for collecting the data the researcher used interview and observation. Teachers' problems in teaching reading comprehension at SMA N 2 Padang Bolak were: the low interesting of students to study English, the students made a noise in the classroom, the students lazy, there was no teaching media, the low motivation of parents to students. Teachers' strategies solved the problems were: teachers always motivated students to study hard, especially for English, gave advice to the students who made a noise or when they sleepy, moved the place of students when they made a noise and gave reward to the students who study hard and got high score in the class.

The tenth, the research findings is a study conducted Muhammad Ramadhan Arif (2019) entitled *The Influence of Reading Interest and Self-Efficacy on Reading Comprehension of the Tenth Grade Students at As-*



Shofa Islamic Senior High School Pekanbaru. The purpose of this study was to see how reading interest and self-efficacy affected tenth-grade students at As-Shofa Islamic Senior High School Pekanbaru's reading comprehension. Reading interest questionnaires, self-efficacy questionnaires, and a reading comprehension exam were used to collect data. This study used a quantitative strategy to conduct a correlational study. The pupils in the tenth grade of As-Shofa Islamic Senior High School Pekanbaru, which consists of five classes, were the focus of the study. The research sample was drawn from five classes, each with a different number of pupils, using a proportional stratified random sampling procedure. The entire sample size was 50 pupils, with a total population of 150 students. The data was analyzed using Pearson's product moment and multiple regression technique. The results of the study revealed that, first, reading interest had no effect on students' reading comprehension (score $0.268 > 0.05$). Second, with a score of $0.012 > 0.05$, self-efficacy had a substantial impact on students' reading comprehension. Third, there was significant influence of reading interest and self-efficacy on students' reading comprehension with score $0.034 < 0.05$ at As-Shofa Islamic Senior High School.

The next, previous study is *The Correlation Between Students' Reading Interest And Reading Comprehension At The Second Year Students of SMA N 1 Punggur* conducted by Ewo Priyo Susanto, et.al (2016). The



purpose of his research is to find out the correlation between students' reading interest and their reading comprehension. He chosen as the sample by using simple random probably sampling. Students' reading interest scores were estimated by using Likert Scale in the range of 1-5, and their reading comprehension was tested and made based on materials that have been taught. He takes only one class as the subject. The results showed that the corfficient correlation was 0.673 and it was significant. The result also found that students' reading interest influenced students' reading interest comprehension of the students' with 43.4%.

The last, Natasa Amira (2020). The study is about *The Influence of Reading Interest and Vocabulary Mastery on Reading Comprehension of Junior High School Students at SMPN 18 Pekanbaru*. This research was aimed at finding out the influence of students' reading interest and vocabulary mastery on reading comprehension at SMPN 18 Pekanbaru. This research was a correlational study using a quantitative method with two independent variables and one dependent variable. The subject of the research was eighth grade students of SMPN 18 Pekanbaru. The sample was taken by using random sampling method from seven classes in which each class had a different number of students. The total population was 254, and the total sample was 72. The data were analyzed by using SPSS version 25. The data of the study were collected by using an adapted questionnaire, a reading comprehension test and a vocabulary test.



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The results of the research showed that there was a significant correlation between reading interest and reading comprehension that could be seen from the results of the correlation. The significance ($p\text{-value}$) $< \alpha$, $0.00 < 0.05$. R_{xy} was 0.816. It means that reading interest and reading comprehension had a correlation. The correlation was very strong because R_{xy} was in the range between 0.80-1.00. Then, there was a significant correlation between vocabulary mastery and reading comprehension that could be seen from the results of correlations. The significance ($p\text{-value}$) $< \alpha$, $0.00 < 0.05$. R_{xy} was 0.885, which means that students' vocabulary mastery and their reading comprehension had a very strong correlation because R_{xy} was in the range between 0.80-1.00. Finally, there was a significant correlation between reading interest, vocabulary mastery and reading comprehension. The results of the significance of F_{change} was $0.00 < 0.05$, R_{xy} was 0.897 which means that reading interest, vocabulary mastery and reading comprehension had a very strong correlation because R_{xy} was in the range between 0.80-1.00. In summary, there was a strong correlation between reading interest, vocabulary mastery and reading comprehension of the eighth grade students at SMP 18 Pekanbaru.

2.3 Operational Concepts and Indicators.

The operational concept is a concept that is used in accordance with literature reviewed. In order to avoid misunderstanding in carrying out this study, it is necessary to determine clearly the variables which will be

investigated in this study. There are three variables in this study; Teaching Strategies On E-Learning, Students' Interest and Reading comprehension. The independent variables are (X1) Teaching Strategies on E-Learning and students' learning interest (X2) while Dependent Variable is reading comprehension (Y).

2.3.1 Indicators of Teaching Strategies in Reading

There are some indicators which have to be considered by the teacher.

Harmer (2001) stated the indicators of teaching reading:

1. Reading is not passive skill.
2. Students need to be engaged with what they are reading.
3. Students should be encouraged to respond to the content of a reading text, not just to the language.
4. Prediction is a major factor in reading.
5. Match the task to the topic.
6. Good teachers exploit reading texts to the full.

2.3.2 Indicators of Students' Reading Interest

Indicators of Students' Reading Interest based on Skinner (1984):

1. Pleasure
2. Willingness
3. Consciousness
4. Attention



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2.3.3 Indicators of Reading Comprehension

According to curriculum 2013 for Senior High School, the indicators of reading comprehension are as follows:

1. Main idea.
2. Specific information of text
3. Reference
4. Inference
5. Understanding Vocabulary

2.4 Assumptions and Hypothesis

2.4.1 Assumption

One of the most crucial components of English that students should grasp is reading comprehension. When students understand the text in the national test in Indonesia, they may correctly answer the questions. It is true that students have difficulty comprehending a reading text. Many factors contributed to these issues, including the fact that they had no reading habit; they considered reading to be a tedious hobby. Students must be engaged with what they are reading, according to Jeremy Harmer, as cited in Richard and Rodger (1986).

Actually, there are many strategies that teachers can use when they are teaching reading comprehension. Some of them are by using authentic material and approaches, reading aloud in the classroom, comprehension question, check the level of difficulty of the text, use pre reading activities

to prepare students for reading. In addition, teachers also may use another strategies such as developing vocabulary of children, not to continue reading without understanding, grasping the heart of matter, using contextual clues, teach reading strategies, visualizing what is written, provide a variety of reading purpose, identify texts and tasks, and so on. Factually, as seen that there are many teachers who did not know how to teach English, especially in teaching reading comprehension. Teachers always asked the students to read the text and then answer the question without understanding the text first. Then, if the students got low score teacher said that the students were stupid or not able in reading comprehension.

In other words, Richard and Rodger (1986) the students should be involved in joyful reading. Using strategy will help students comprehend what they read joyfully. As stated before, reading comprehension is important to be learned to increase students' comprehension especially in the target language text form. By arising students' interest in comprehending the text by using strategy, students can explore their knowledge and vocabulary in the target language materials. Therefore, in this study is assumed that the currently explanation show that there is a significant influence of students' reading interest on reading comprehension at E-learning classes during covid-19 pandemic at tenth grade of SMA Negeri 1 Batang Angkola.

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2.4.2 Hypothesis

Before the researchers undertake their experimental investigation, Creswell (2008) states that there are two types of hypotheses that must be formed. Hypotheses are formulated to draw a connection between three variables. The two hypotheses are null hypothesis (Ho) and alternative hypothesis (Ha). The hypotheses in this study are described as follows:

1. Ho: There is no a significant influence of teaching strategies on reading comprehension at E-learning classes during covid-19 pandemic at tenth grade of SMA Negeri 1 Batang Angkola.

Ha1: There is a significant influence of teaching strategies on reading comprehension at E-learning classes during covid-19 pandemic at tenth grade of SMA Negeri 1 Batang Angkola.

2. Ho: There is no a significant influence of students' reading interest on reading comprehension at E-learning classes during covid-19 pandemic at tenth grade of SMA Negeri 1 Batang Angkola.

Ha2: there is a significant influence of students' reading interest on reading comprehension at E-learning classes during covid-19 pandemic at tenth grade of SMA Negeri 1 Batang Angkola.

3. Ho: There is no a significant influence of teaching strategies and students' reading interest on reading comprehension at E-learning classes during covid-19 pandemic at tenth grade of SMA Negeri 1 Batang Angkola.

Ha3: There is a significant influence of teaching strategies and students' reading interest on reading comprehension at E-learning classes during covid-19 pandemic at tenth grade of SMA Negeri 1 Batang Angkola.

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CHAPTER III RESEARCH METHODOLOGY

3.1 Research Design

In conducting the research, the researcher chose a correlational research. Gay and Airasian (2000) says that correlation research attempts to determine whether, and to what degree, a relationship exist between two or more variables. The objective of this research is to establish the relationship between the variables. The correlation method is used in this research since it is intended to the correlation between the variables Arikunto (2007). Correlation research designs are quantitative designs in which investigators employ a statistical correlation technique to define and assess the degree of association (related) between two or more variables or sets of a score, according to Creswell (2012).

According to Urdan (2005), correlation study simply means that variation in the scores on one variable correspond with variation in the scores on the second variable. Furthermore, Jack R. Fraenkel and Norman E. Wallen (2009) stated correlation research is the relationship of two variables or more are studied without any attempt to influence them. The purpose of correlational research is to collect data in order to determine the degree to which two or more variables are connected. The purpose of this study is to determine the relationship between two or more variables that are directly linked to statistical data. Correlational study looks into the

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components that go into developing a theoretical model and explaining the correlation that results. The purpose of a correctional research is to determine relationships between variables or to use these relationships to make predictions (L.R. Gay and Peter Airasian 2000). Therefore, a correlational research requires collection of data in order to measure and determine whether any significant relationship exists between the two or more quantifiable variables or not. Data are gathered from multiple variables and correlational statistical techniques are then applied to the data.

Correlational research is a type of nonexperimental research where the researcher employs the data derived from preexisting variables. There is no manipulation of the variables in that type of research. Besides, a correlational research is useful in a wide variety of studies. The most useful applications of correlation are: (1) Assessing relationship, where correlational research method used to assesses the relationship among two or more variables in a single group of subjects. (2) Assessing consistency, where correlational research can be used to measure consistency (or lack thereof) in a wide variety of cases. (3) Prediction, where correlation can be predicted, for instance: if you find two variables are correlated, you can use one variable to predict the other Ary *et.al*, (2006).

Thus, this research consists of three variables. Teaching strategies, students' reading interest and reading comprehension. The independent variables are teaching strategies, students' reading interest while dependent

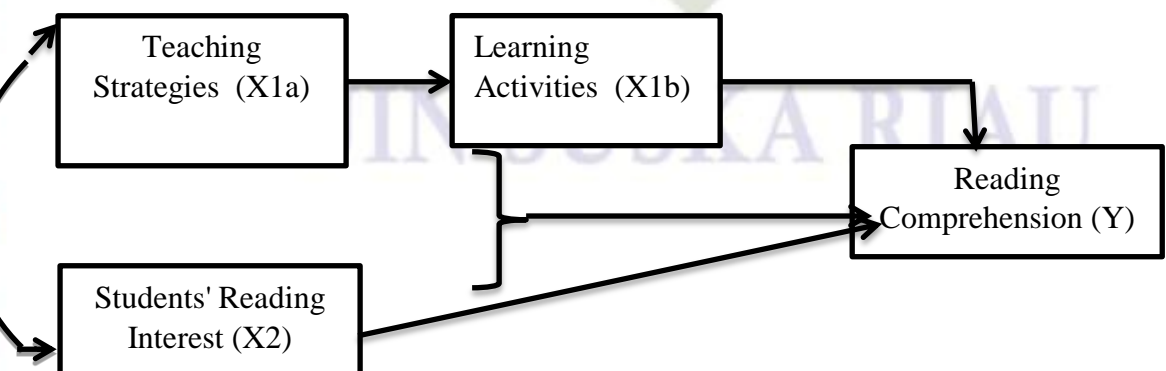
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Diagram.III.1

The diagrams about specific variables, these are :

Dependent Variable



3.2 Population and Sample

The population of this study was the students at tenth grade of SMA Negeri 1 Batang Angkola in academic year 2020/2021. There were four classes which consist of class X IPS 1, class X IPS 2, X IPS 3 and class X IPS 4. The total number of all students of the tenth grade in SMA Negeri 1 Batang Angkola, in academic year 2020/2021 were 138 students. Gay (2000) stated that the population is part of sample to comprise the individual's item or events selected from a larger. Furthermore, Healey (1987) stated the population is the total of a collection of all cases in which the researcher is interested.

Here is the table of population of the tenth grade students at SMA Negeri 1 Batang Angkola:

Table III.1
Population of the Tenth Grade Students at SMA Negeri 1 Batang Angkola

| Classes | Total of Students |
|--------------|-------------------|
| X IPS 1 | 36 |
| X IPS 2 | 35 |
| X IPS 3 | 34 |
| X IPS 4 | 33 |
| Total | 138 |

In order to minimize the number of the population, the sample of the study needs to be taken. Darmadi (2014) stated that sample is a part of number and characteristic that belong to the population. To choose the sample of this study, the researcher used simple random sampling

technique. Kumar (2011) explained that “For a design to be called random sampling or probability sampling, it is imperative that each element in the population has an equal and independent chance of selection in the sample. Equal implies that the probability of selection of each element in the population is the same”.

Since the population is at the same level of study, it is considered that they are homogenous based on their characteristics. They had average age from 15 to 16 years old and they are taught by the same teacher at school with the same curriculum as well. According to Sukardi (2003); Arikunto (2009) in Darmadi (2014), choosing the sample from which the number of population is over 100, it is required to take sample of 10%, 15%, 20%, 30% and so on, but if the number of population is less than 100, all population is taken as the sample. The greater the number of the sample, the least mistake of the data distribution. There were 138 students at tenth grade of SMA Negeri 1 Batang Angkola, the researcher took 50% of those to be the sample, so, there were 69 of the students as the sample.

3.3 Instrumentation

3.3.1 Pilot Study

According to Gay and Airasian (2000) before distributing the questionnaire participants try it out in a pilot study. The purpose of the pilot study is used to know the questionnaire is valid and reliable or not. Before the questionnaire gave to participant, the researcher checked by using other



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participants to ensure the questionnaire is valid and reliable. The study was conducted at grade X of SMA Negeri 1 Batang Angkola. In scoring the try out test the researcher determined one point for a correct answer and zero for a wrong answer. Therefore, the formula was used in scoring the try out test is $S=R$ in which S refers to the raw scores and R refers to the right answer. For example, if a student will get twenty items correctly, so the points is twenty.

3.3.2 Reliability

Reliability is a way to measure the acceptable questionnaire created by a researcher to students or participants. According to Cresswell (2009), reliability refers to whether scores items on an instrument are internally consistent, stable over time and whether there was consistency in administration test and scoring. Furthermore, H Douglas Brown (2003) state that reliability has to do with the accuracy of measurement. Commonly, accepted rule of thumb for describing internal consistency by using Cronbach alpha as follows:

$$r_{11} = \left[\frac{k}{k-1} \right] - \left[1 - \frac{\sum \sigma_b^2}{\sigma_t^2} \right]$$

Where :

r_{11} : Reliabilities of instrument

k : Number of questinare items

$\sum \sigma_b^2$: The sum of item variance

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σ_t^2 : Total of variance

The formula of questionnaire of variance

$$\sum \sigma_b^2 = \frac{\sum X^2 - \frac{(\sum X)^2}{n}}{n}$$

The formula of total variance questionnaire

$$\sigma_t^2 = \frac{\sum Y^2 - \frac{(\sum Y)^2}{n}}{n}$$

To count the level of reliability of test, the reseracher used the scale Sugiyono (2013) as follows:

Tabel III.2. The Scale of Reliability Level

| No | Reliability Index | Clasification |
|----|-------------------|---------------|
| 1 | 0,00 - 0,199 | Strongly waek |
| 2 | 0,20 - 0,399 | Weak |
| 3 | 0,40 - 0,599 | Moderate |
| 4 | 0,60 - 0,799 | High |
| 5 | 0,80 - 1,000 | Srtongly High |

Then the result of the reliability instrument was correlated to the level of reliability of test, so that has been found the level of classification.

1. Teaching Strategies

Based on the result of teaching strategies questionnaire reliability of try out, r_{count} was 0,858. It was consultated with product moment value with $N = 30$ by significant 5%, the result of r_{table} was 0,361. Thus, the score $> r_{\text{table}}$ ($0,858 > 0,361$) which indicated the reliability of teaching strategies questionnaire distributed to the students was srtongly high reliable because

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the value was $>0,858$ It meant the test was reliable and acceptable to be used as the instrument of data collection. (see appendix 1)

2. Students' Reading Interest

Based on the result of students' reading interest questionnaire reliability of try out, r_{count} was 0,858. It was consulted with product moment value with $N = 30$ by significant 5%, the result of r_{table} was 0,361. Thus, the score $> r_{\text{table}}$ ($0,858 > 0,361$) which indicated the reliability of students' reading interest questionnaire distributed to the students was strongly high reliable because the value was $> 0,858$. It meant the test was reliable and acceptable to be used as the instrument of data collection. (see appendix 2)

3. Reading Comprehension

Based on the test result of reading comprehension reliability of try out, r_{count} was 0,866. it was consulted with product moment value with $N = 30$ by significant 5%, the result of r_{table} was 0,396. Thus, the score $> r_{\text{table}}$ ($0,866 > 0,396$) which indicated the reliability of students' reading comprehension test distributed to the students was strongly high reliable because the value was > 0.80 It meant the test was reliable and acceptable to be used as the instrument of data collection. (see appendix 3)

3.3.3 Validity

A device to measure data must be valid in order to process of collecting data will be easier if the data are valid. So it is called validity.

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According to Creswell (2008) stated that validity was individual scores from an instrument make sense, meaningful, enable as the researcher to draw a good conclusion from the sample you are studying to the population. It can be concluded that validity is a way to know the result of suitable or not a questionnaire. Here the researcher examined the validity of instrument using the item analysis system and put them into the formula of correlation product moment by Pearson as follows:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

Where:

- r_{xy} : Correlation coefficient between X and Y
- N : The total number of respondents
- $\sum X$: Scores of each items
- $\sum X^2$: The total of squared X scores
- $\sum Y$: The total of Y scores
- $\sum Y^2$: The total of squared Y scores
- $\sum XY$: The total of the product of paired scores

Then, variable that was correlated to respondents' answer of each item and was correlated with the total score of all items that was obtained by every respondent. Then r_{xy} of each item was consulted with the table-value of r product moment with significances of (α) 5% (Arikunto, 1992). An

item was considered valid if the value of r was obtained is higher than the value of r table and vice versa.

1. Teaching Strategies

Based on the result of questionnaire of teaching strategies in reading validity of try out, the try-out of teaching strategies consisting of 30 items was found that there were 5 items were not valid. Thus, 25 valid items were used as teaching strategies questionnaire. From the result of questionnaire for example for number 4, the result of $r_{xycount} > r_{xytable}$ ($0,412 > 0,361$), thus questionnaire number 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 22, 23, 25, 26, 28, 29, 30 was valid. (See appendix 4).

2. Students' Reading Interest

Based on the result of questionnaire of students' reading interest in reading validity of try out, the try-out of students' reading interest consisting of 30 items was found that there were 5 items were not valid. Thus, 25 valid items were used as students' reading interest questionnaire. From the result of questionnaire for example from the result of questionnaire number 1, the result of $r_{xycount} > r_{xytable}$ ($0,6303 > 0,361$), thus questionnaire number 1, 2, 3, 4, 6, 8, 9, 10, 11, 13, 14, 15, 16, 17, 18, 20, 21, 22, 23, 25, 26, 27, 28, 30 was valid. (See appendix 5).

3. Reading Comprehension

In try-out of reading comprehension instrument validity to 25 items, all items were valid. From the result of test number 1, the result of



$r_{xycount} > r_{xytable}$ ($0,649 > 0,396$), thus test number 1 was valid. Thus, the researcher took all 25 valid items of test as the instrument. (See appendix 6).

3.4 Data Collection Technique

3.4.1 Instrumentation

In this research, there were three variables. Two independent variables and one dependent variable. The independent variables (X1) were teaching strategies and students' reading interest (X2) then the dependent variable was (reading comprehension (Y)).

In the research, the data was collected by using some techniques, they were :

1. Test

In general, this instrument consists of a number of items which are followed by a series of multiple choice comprehension questions. There were twenty five items constructed in multiple choice questions. The score of item is one, so highest total score is twenty five. The time allotment of reading test is ninety minutes including the preparation and explanation of doing test.

2. Questionnaire

In order to get the data, the researcher used questionnaire as the technique of collecting the data. According to Cohen et al (2007) questionnaire; is a widely used and useful instrument for collecting survey



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information, providing structured, often numerical data, being able to be administered without the presence of the writer, and often being comparatively straightforward to analyze. Through questionnaire, the collected data can be processed quickly.

The Questionnaire was used to investigate teaching strategies, students' reading interest. The questionnaire was given to students. The reason why choosing the questionnaires as the instrument because the questionnaire is a way to make students easier knowing the compliable of their knowledge on teaching strategies, students' interest reading. Questionnaire is as widely used and useful instrument for collecting survey information, providing structured, often numerical data, being able to administer without the presence of researcher, and often being comparatively straightforward to analyse Cohen et al., (2007).

The questionnaire has been through a likert scale. Nemoto & Beglar (2014) state that a likert scale is a psychometric scale that has multiple categories from which respondents choose to indicate their opinions, attitudes, or feelings about a particular issue. Likert skale was five options, they are strongly agree, agree, moderate, disagree and strongly disagree. In this research the researcher provided 25 statements related to teaching strategies, and 25 statements related students' reading interest.

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3.5 Data Analysis Technique

In order to find whether there was a significant influence or not of teaching strategies and students' reading interest on reading comprehension, the data was analyzed by using SPSS 22. The researcher used the score of questionnaire of variables X1 and X2 and test score of variable Y. In analyzing the data, simple linear regression and multiple regression was used.

Abdullah and Sutanto (2015) state that Simple linear regression is a method to know how a variable (X, independent variable) tell the value of other variables (Y, dependent variable). Multiple regressions are an extension of simple linear regression. It is used when we want to predict the value of variable based on the value of two or more other variables. Furthermore, Gay and Airasian (2000) state that multiple regression is equation uses variables that are known to individually predict (correlate with) the criterion to make a more accurate prediction about a criterion variable. Use of multiple regressions is increasing, primarily because of its versatility and precision. It can be used with data representing any scale of measurement, and can be used to analyse the results of experimental and causal-comparative, as well as correlational studies.

Here, simple linear regression was used to investigate the influence of teaching strategies on reading comprehension and the influence of students' reading interest on reading comprehension. The multiple regression was

used to investigate the influence of teaching strategies and students' reading interest on reading comprehension.

To find out whether or not there was an influence of teaching strategies and students' reading interest on reading comprehension, It can be seen from significant (sig.) value. If the sig. value is lower than 0.05, it means teaching strategies and students' reading interest influence on reading comprehension. . If the sig. value is higher than 0.05, it means teaching strategies and students' reading interest do not influence on reading comprehension. Also, the data analysis was supported by frequency distribution, descriptive statistics etc.

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CHAPTER V

CONCLUSION, IMPLICATION AND RECOMMENDATION

5.1 Conclusion

Based on the analysis displayed at chapter IV, finally the researcher made conclusion of the research about “The Influence of Teaching Strategies and Students' Reading Interest on Reading Comprehension At E-Learning Classes During Covid-19 Pandemic At Tenth Grade of SMA Negeri 1 Batang Angkola”. The data of this study had answered the research questions. Firstly, from the research finding, the influence of teaching strategies on reading comprehension by using Simple linear regression formula in SPSS 22, it proves that sig. value was in significance level. Thus, the alternative hypothesis one is accepted and null hypothesis one is rejected. It was seen from the significance value 0.00 that was smaller than 0.05. It means that there is significant influence of teaching strategies on reading comprehension at e-learning classes during covid-19 pandemic at tenth grade of SMA Negeri 1 Batang Angkola.

Secondly, based on the result of the research finding, the influence of students' reading interest on reading comprehension by using Simple linear regression formula in SPSS 22, it proves that sig. value was in significance level. It can be seen from the significance value 0.00 which was smaller than 0.05. Thus, the alternative hypothesis two is accepted and null hypothesis two is rejected. It means that there is a significant influence of

students' reading interest on reading comprehension at e-learning classes during covid-19 pandemic at tenth grade of SMA Negeri 1 Batang Angkola.

Lastly, for the third hypothesis, the influence of teaching strategies and students' reading interest on reading comprehension by multiple regression formula in SPSS 22, it proves that sig. value was in significance level. It also can be seen that the significance value was 0.03 which was smaller than 0.05. Thus, the alternative hypothesis three is accepted and null hypothesis three is rejected. It means that there is a significant influence of teaching strategies and students' reading interest on reading comprehension at E-learning classes during covid-19 pandemic at tenth grade of SMA Negeri 1 Batang Angkola.

In summary, the study findings had answered all research questions (RQ 1, RQ 2, and RQ 3). Teaching strategies gave significant influence to reading comprehension at e-learning classes during covid-19 pandemic at tenth grade of SMA Negeri 1 Batang Angkola. Next, students' reading interest gave significant influence to reading comprehension at E-learning classes during covid-19 pandemic at tenth grade of SMA Negeri 1 Batang Angkola. Then, teaching strategies and students' reading interest also gave significant influence to reading comprehension at E-learning classes during covid-19 pandemic at tenth grade of SMA Negeri 1 Batang Angkola.

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5.2 Implication of the Research

Based on the research finding, it can be known that there is a significant influence of teaching strategies and students' reading interest on reading comprehension. It implied that teaching strategies and students' reading interest are important variables in giving a contribution to their reading comprehension.

Therefore, the researcher presents some points of the implication of what has been discussed which is to improve the reading comprehension. Regarding to many theories as what have been mentioned about teaching strategies. Teacher strategies must be applied because this is the teacher's way of determining learning objectives during the teaching and learning process. The teacher needs to use different strategies in teaching especially in teaching reading at e-learning classes during covid 19 pandemic. The teachers are required to do an evaluation related to teaching and students' achievement by considering appropriate learning method supporting with teaching strategies and students' reading interest. Teachers should motivate students for maintaining their interest in reading even though the learning process at e-learning class. Through strategies used by the teacher in teaching reading through e-learning classes, the students more understand the material and enjoy learning even though through video.

Besides that, reading interest is an important factor for students who want a good result in reading comprehension. It is necessary for the teacher

to improve students' reading interest by developing and provide a wider array of reading materials at e-learning classes. So, the students should have interested in reading even though on e-learning classes. If the students are interested in reading a text on e-learning classes, those can improve their reading interest because the high reading interest will result in high reading comprehension while the low reading interest will result in low reading comprehension. The students also should have awareness that e-learning classes really help them in applying their reading comprehension by using internet access.

5.3 Recommendation

Based on the data analysis conducted in the capter IV and the conclusion of this research found that there is a significant influence of teaching strategies and students' reading interest on reading comprehension at e-learning classes during covid-19 pandemic at tenth grade of SMA Negeri 1 Batang Angkola. There are some recommendations are provided in order to improve the students' reading comprehension. The recommendations are as follows: Firstly, teachers are recommended that they build students' interest in reading. One way is teaching strategies. Teachers should create the awareness among the parents of the need for learning, as well as request for their assistance to inculcate positive students' reading interest at home to ensure that there is a positive extension and continuation between what happens at school and at e-learning classes



at home. Teachers also should select the suitable text to present on e-learning classess so the students can understand the lesson easily. To build an interest in reading, teachers need to consider the factors which may affect students' interest in reading, such as long text, the topic of interest or characteristics of the text and also the application e-learning system and tools. The factors which are interrelated can be used as the way teachers elaborate and design the techniques in teaching reading e-learning classes.

Secondly, the students are recommended that it would be better for the students to know that interest in reading and belief in ability are absolutely indispensable; students are expected to increase reading interest for supporting their learning eventhough they have the lesson on e-learning classes. All students should be motivated in reading and have ability to accomplish specific tasks that given by the teacher on e-learning classes and submit it on time. So, they can develop their learning through reading comprehension task. Moreover, the students also need to find out the supplementary material by using the internet to make the students more easy to practise and apply their reading comprehension.

Thirdly, the researcher realizes that the results of the research are far from being perfect; therefore, the researcher expects this research will be useful as a reference to the next researcher who is interested in undertaking a similar study maybe with different topics. This is very important because more studies are conducted with a various topic, it is very likely that the

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quality of teaching is improving. This research recommendeds for conducting further research in the form of correlational research in order to find out which variable is better to influence students' reading and related to e-learning classes. It is suggested that the next research would take longer time and wide range of sample in order to give better result of the research.

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APPENDIX 4

THE RESULT OF STUDENT QUESTIONNAIRES IN SERIES STRATEGIES IN READING OF TRY OUT

| NO. | STUDENT | NUMBER OF ITEMS | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | Total | Student |
|------------------|------------|-----------------|------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|------|------|-------|-------|-------|-------|-------|-------|------|------|-------|---------|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | | |
| 1 | Student 1 | 3 | 3 | 2 | 3 | 1 | 4 | 4 | 3 | 1 | 4 | 3 | 1 | 3 | 3 | 1 | 4 | 4 | 2 | 3 | 4 | 4 | 2 | 4 | 3 | 3 | 3 | 3 | 2 | 3 | 29 | 3 | 3 |
| 2 | Student 2 | 3 | 3 | 2 | 3 | 1 | 4 | 4 | 3 | 1 | 4 | 3 | 1 | 3 | 3 | 1 | 4 | 4 | 2 | 3 | 4 | 4 | 2 | 4 | 3 | 3 | 3 | 3 | 2 | 3 | 28 | 3 | 3 |
| 3 | Student 3 | 3 | 3 | 2 | 3 | 1 | 4 | 4 | 3 | 1 | 4 | 3 | 1 | 3 | 3 | 1 | 4 | 4 | 2 | 3 | 4 | 4 | 2 | 4 | 3 | 3 | 3 | 3 | 2 | 3 | 27 | 3 | 3 |
| 4 | Student 4 | 3 | 3 | 2 | 3 | 1 | 4 | 4 | 3 | 1 | 4 | 3 | 1 | 3 | 3 | 1 | 4 | 4 | 2 | 3 | 4 | 4 | 2 | 4 | 3 | 3 | 3 | 3 | 2 | 3 | 26 | 3 | 3 |
| 5 | Student 5 | 2 | 1 | 1 | 3 | 2 | 4 | 4 | 4 | 3 | 4 | 4 | 2 | 2 | 4 | 4 | 2 | 2 | 4 | 3 | 3 | 3 | 3 | 2 | 2 | 2 | 2 | 2 | 2 | 3 | 4 | 2 | 2 |
| 6 | Student 6 | 4 | 4 | 3 | 3 | 1 | 3 | 3 | 3 | 1 | 2 | 3 | 3 | 1 | 4 | 2 | 2 | 2 | 4 | 3 | 1 | 3 | 4 | 2 | 4 | 2 | 2 | 2 | 2 | 1 | 3 | 76 | 5776 |
| 7 | Student 7 | 4 | 4 | 3 | 3 | 1 | 3 | 3 | 3 | 1 | 2 | 3 | 3 | 1 | 4 | 2 | 2 | 2 | 4 | 3 | 1 | 3 | 4 | 2 | 4 | 2 | 2 | 2 | 2 | 2 | 2 | 81 | 6561 |
| 8 | Student 8 | 4 | 4 | 3 | 3 | 1 | 3 | 3 | 3 | 1 | 2 | 3 | 3 | 1 | 4 | 2 | 2 | 2 | 4 | 3 | 1 | 3 | 4 | 2 | 4 | 2 | 2 | 2 | 2 | 2 | 2 | 81 | 6561 |
| 9 | Student 9 | 4 | 4 | 3 | 3 | 1 | 3 | 3 | 3 | 1 | 2 | 3 | 3 | 1 | 4 | 2 | 2 | 2 | 4 | 3 | 1 | 3 | 4 | 2 | 4 | 2 | 2 | 2 | 2 | 2 | 2 | 67 | 4489 |
| 10 | Student 10 | 4 | 4 | 3 | 3 | 1 | 3 | 3 | 3 | 1 | 2 | 3 | 3 | 1 | 4 | 2 | 2 | 2 | 4 | 3 | 1 | 3 | 4 | 2 | 4 | 2 | 2 | 2 | 2 | 2 | 2 | 67 | 4489 |
| 11 | Student 11 | 4 | 4 | 3 | 3 | 1 | 3 | 3 | 3 | 1 | 2 | 3 | 3 | 1 | 4 | 2 | 2 | 2 | 4 | 3 | 1 | 3 | 4 | 2 | 4 | 2 | 2 | 2 | 2 | 2 | 2 | 86 | 7396 |
| 12 | Student 12 | 2 | 3 | 2 | 3 | 2 | 4 | 4 | 3 | 3 | 2 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 3 | 3 | 4 | 2 | 3 | 1 | 3 | 3 | 3 | 3 | 4 | 3 | 4 | 95 | 9025 |
| 13 | Student 13 | 4 | 3 | 2 | 3 | 3 | 4 | 3 | 3 | 3 | 2 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 3 | 3 | 4 | 2 | 3 | 1 | 3 | 3 | 3 | 3 | 4 | 3 | 4 | 103 | 10609 |
| 14 | Student 14 | 4 | 3 | 2 | 3 | 3 | 4 | 3 | 3 | 3 | 2 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 3 | 3 | 4 | 2 | 3 | 1 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 80 | 6400 |
| 15 | Student 15 | 2 | 3 | 1 | 4 | 3 | 4 | 3 | 3 | 1 | 4 | 4 | 3 | 4 | 4 | 4 | 4 | 4 | 3 | 3 | 4 | 2 | 3 | 4 | 3 | 4 | 3 | 3 | 3 | 3 | 3 | 92 | 8464 |
| 16 | Student 16 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 84 | 7056 |
| 17 | Student 17 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 84 | 7056 |
| 18 | Student 18 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 84 | 7056 |
| 19 | Student 19 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 84 | 7056 |
| 20 | Student 20 | 4 | 4 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 106 | 11236 |
| 21 | Student 21 | 2 | 2 | 2 | 3 | 3 | 4 | 3 | 3 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 87 | 7569 |
| 22 | Student 22 | 2 | 2 | 2 | 3 | 3 | 4 | 3 | 3 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 88 | 7744 |
| 23 | Student 23 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 76 | 5776 |
| 24 | Student 24 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 79 | 6241 |
| 25 | Student 25 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 64 | 4096 |
| 26 | Student 26 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 64 | 4096 |
| 27 | Student 27 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 84 | 7056 |
| 28 | Student 28 | 2 | 1 | 1 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 68 | 4624 |
| 29 | Student 29 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 75 | 5625 |
| 30 | Student 30 | 4 | 4 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 94 | 8836 |
| Σ X | | 92 | 86 | 60 | 88 | 76 | 99 | 88 | 88 | 77 | 81 | 79 | 90 | 75 | 92 | 80 | 86 | 91 | 92 | 80 | 80 | 90 | 71 | 89 | 96 | 77 | 92 | 82 | 69 | 83 | 87 | 2516 | 214358 |
| Σ X ² | | 306 | 272 | 134 | 280 | 212 | 337 | 272 | 274 | 219 | 235 | 282 | 213 | 300 | 234 | 264 | 299 | 294 | 246 | 242 | 288 | 193 | 275 | 316 | 216 | 5929 | 8164 | 6724 | 4761 | 6889 | 7569 | | |
| Σ X ³ | | 1464 | 1306 | 360 | 774 | 576 | 980 | 774 | 774 | 599 | 651 | 810 | 565 | 844 | 640 | 736 | 684 | 684 | 640 | 640 | 640 | 400 | 541 | 792 | 9216 | 5929 | 8062 | 6724 | 4761 | 6889 | 7569 | | |
| Σ X ⁴ | | 285 | 7314 | 4961 | 7492 | 6527 | 8401 | 7459 | 6571 | 6930 | 6711 | 7626 | 6467 | 7846 | 6849 | 7313 | 7833 | 6897 | 6854 | 7580 | 7573 | 8019 | 7573 | 8019 | 5929 | 8062 | 7821 | 6090 | 5987 | 7151 | 7094 | | |
| Σ X ⁵ | | 11969 | 3474 | -3238 | 34729 | 39997 | 53287 | 35509 | 34553 | 42324 | 35855 | 43844 | 30991 | 60565 | 53525 | 40402 | 44007 | 53882 | 40086 | 44699 | 41303 | 4247 | 5058 | -4188 | 53389 | 40801 | 40995 | 40745 | 40608 | | | | |
| Σ X ⁶ | | 361 | 361 | 361 | 361 | 361 | 361 | 361 | 361 | 361 | 361 | 361 | 361 | 361 | 361 | 361 | 361 | 361 | 361 | 361 | 361 | 361 | 361 | 361 | 361 | 361 | 361 | 361 | 361 | 361 | 361 | 361 | |
| Status | | TV | TV | TV | V | V | V | V | V | V | V | V | V | V | V | V | V | V | V | V | V | V | V | V | V | V | V | V | V | V | V | V | |

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THE RESULT OF STUDENTS' READING INTEREST QUESTIONNAIRE VALIDITY OF TRY OUT
30 ITEM OF QUESTIONNAIRES FOR 30 STUDENTS

| NO. | STUDENT | NUMBER OF ITEMS | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|----------------|--------------|-----------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|--------|--------|--------|--------|--------|--------|--------|--------|--------|-------|--------|---------|--------|--------|--------|--------|--------|--------|------------|--------------|------|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | ΣY | ΣY^2 | |
| 1 | Student 1 | 4 | 3 | 4 | 3 | 3 | 4 | 3 | 4 | 3 | 4 | 3 | 2 | 3 | 3 | 2 | 4 | 4 | 4 | 3 | 2 | 3 | 1 | 4 | 2 | 3 | 3 | 4 | 3 | 3 | 4 | 95 | 9025 | |
| 2 | Student 2 | 1 | 3 | 3 | 2 | 1 | 4 | 4 | 1 | 3 | 1 | 2 | 1 | 3 | 1 | 4 | 4 | 4 | 2 | 1 | 4 | 3 | 2 | 4 | 4 | 3 | 4 | 2 | 1 | 2 | 4 | 78 | 6084 | |
| 3 | Student 3 | 2 | 2 | 4 | 4 | 3 | 3 | 2 | 4 | 2 | 3 | 2 | 3 | 2 | 3 | 2 | 4 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 1 | 2 | 4 | 83 | 6889 |
| 4 | Student 4 | 4 | 2 | 4 | 4 | 4 | 4 | 3 | 3 | 4 | 4 | 1 | 4 | 4 | 4 | 4 | 4 | 4 | 3 | 4 | 4 | 4 | 4 | 3 | 4 | 3 | 4 | 3 | 2 | 4 | 104 | 10816 | | |
| 5 | Student 5 | 2 | 4 | 2 | 3 | 1 | 4 | 3 | 3 | 3 | 3 | 2 | 3 | 2 | 2 | 2 | 2 | 4 | 3 | 1 | 3 | 2 | 2 | 4 | 2 | 3 | 4 | 3 | 2 | 4 | 77 | 5929 | | |
| 6 | Student 6 | 1 | 3 | 3 | 3 | 3 | 3 | 4 | 3 | 1 | 2 | 3 | 1 | 1 | 4 | 2 | 3 | 4 | 3 | 1 | 1 | 4 | 2 | 4 | 3 | 2 | 4 | 2 | 1 | 2 | 2 | 76 | 5776 | |
| 7 | Student 7 | 2 | 3 | 3 | 4 | 4 | 2 | 4 | 3 | 1 | 3 | 1 | 2 | 3 | 3 | 2 | 3 | 4 | 3 | 3 | 1 | 3 | 1 | 3 | 4 | 3 | 4 | 2 | 2 | 2 | 80 | 6400 | | |
| 8 | Student 8 | 3 | 3 | 3 | 4 | 4 | 4 | 2 | 4 | 3 | 3 | 1 | 2 | 3 | 3 | 4 | 3 | 3 | 3 | 2 | 2 | 3 | 3 | 3 | 3 | 1 | 3 | 3 | 3 | 2 | 4 | 89 | 7921 | |
| 9 | Student 9 | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 1 | 3 | 2 | 1 | 1 | 2 | 2 | 2 | 2 | 3 | 3 | 3 | 2 | 2 | 3 | 1 | 2 | 4 | 2 | 2 | 2 | 3 | 68 | 4624 | | |
| 10 | Student 10 | 2 | 3 | 2 | 4 | 4 | 4 | 2 | 1 | 3 | 1 | 2 | 2 | 1 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 82 | 6724 | | |
| 11 | Student 11 | 2 | 4 | 4 | 4 | 4 | 4 | 2 | 1 | 3 | 1 | 2 | 1 | 1 | 3 | 1 | 3 | 3 | 3 | 3 | 4 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 4 | 89 | 7921 | |
| 12 | Student 12 | 4 | 4 | 3 | 2 | 3 | 4 | 3 | 3 | 3 | 3 | 2 | 2 | 2 | 1 | 3 | 1 | 3 | 3 | 3 | 3 | 4 | 3 | 3 | 3 | 3 | 3 | 4 | 2 | 2 | 2 | 76 | 5776 | |
| 13 | Student 13 | 3 | 3 | 3 | 2 | 3 | 4 | 2 | 3 | 3 | 1 | 3 | 3 | 4 | 2 | 3 | 4 | 3 | 3 | 3 | 4 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 4 | 2 | 2 | 92 | 8464 | |
| 14 | Student 14 | 3 | 3 | 3 | 4 | 3 | 4 | 3 | 3 | 3 | 4 | 2 | 4 | 4 | 4 | 4 | 3 | 3 | 4 | 4 | 2 | 3 | 1 | 3 | 3 | 3 | 3 | 4 | 4 | 4 | 4 | 94 | 8836 | |
| 15 | Student 15 | 3 | 3 | 3 | 4 | 3 | 3 | 3 | 3 | 4 | 3 | 1 | 3 | 4 | 4 | 2 | 2 | 3 | 3 | 4 | 4 | 4 | 4 | 4 | 3 | 3 | 3 | 4 | 3 | 3 | 4 | 103 | 10609 | |
| 16 | Student 16 | 3 | 3 | 2 | 3 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 1 | 3 | 2 | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 1 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 84 | 7056 | |
| 17 | Student 17 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 92 | 8464 | |
| 18 | Student 18 | 2 | 2 | 3 | 1 | 2 | 3 | 3 | 2 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 1 | 2 | 2 | 2 | 3 | 1 | 2 | 3 | 2 | 3 | 3 | 1 | 4 | 69 | 4761 | |
| 19 | Student 19 | 2 | 3 | 4 | 4 | 3 | 1 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 78 | 6084 | |
| 20 | Student 20 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 3 | 1 | 3 | 4 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 106 | 11236 | |
| 21 | Student 21 | 4 | 4 | 3 | 2 | 2 | 4 | 3 | 4 | 2 | 3 | 3 | 1 | 3 | 4 | 3 | 4 | 1 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 3 | 3 | 87 | 7569 | |
| 22 | Student 22 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 4 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 4 | 87 | 7569 | |
| 23 | Student 23 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 1 | 3 | 3 | 3 | 3 | 2 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 88 | 7744 | |
| 24 | Student 24 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 1 | 2 | 3 | 3 | 3 | 2 | 4 | 2 | 3 | 1 | 3 | 4 | 3 | 3 | 4 | 3 | 2 | 2 | 1 | 3 | 76 | 5776 | |
| 25 | Student 25 | 1 | 2 | 2 | 2 | 4 | 3 | 4 | 3 | 2 | 1 | 1 | 1 | 3 | 4 | 4 | 3 | 2 | 2 | 3 | 3 | 3 | 2 | 3 | 4 | 3 | 3 | 2 | 1 | 2 | 1 | 3 | 79 | 6241 |
| 26 | Student 26 | 3 | 3 | 3 | 2 | 3 | 3 | 4 | 2 | 3 | 3 | 2 | 1 | 2 | 3 | 2 | 3 | 2 | 2 | 1 | 1 | 3 | 2 | 2 | 3 | 3 | 2 | 2 | 3 | 2 | 3 | 64 | 4096 | |
| 27 | Student 27 | 3 | 3 | 3 | 2 | 2 | 3 | 4 | 2 | 3 | 3 | 2 | 1 | 2 | 3 | 3 | 2 | 4 | 4 | 4 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 4 | 90 | 8100 | | |
| 28 | Student 28 | 2 | 3 | 2 | 1 | 1 | 3 | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 84 | 7056 | | |
| 29 | Student 29 | 2 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 | 2 | 2 | 2 | 2 | 3 | 3 | 3 | 3 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 1 | 4 | 1 | 68 | 4624 | |
| 30 | Student 30 | 2 | 4 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 | 2 | 4 | 2 | 4 | 3 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 1 | 3 | 2 | 2 | 75 | 5625 | |
| ΣY | | 77 | 90 | 88 | 88 | 86 | 99 | 88 | 77 | 81 | 79 | 60 | 75 | 92 | 80 | 86 | 91 | 92 | 80 | 89 | 71 | 89 | 96 | 77 | 92 | 83 | 69 | 82 | 87 | 2514 | 214014 | | | |
| ΣX^2 | | 219 | 282 | 272 | 280 | 274 | 337 | 288 | 272 | 219 | 235 | 231 | 213 | 300 | 234 | 264 | 299 | 294 | 246 | 242 | 279 | 193 | 275 | 316 | 213 | 302 | 255 | 185 | 340 | 279 | | | | |
| $(\Sigma X)^2$ | | 5929 | 8100 | 7744 | 7744 | 7396 | 9801 | 8100 | 7744 | 5929 | 6561 | 6341 | 5600 | 8464 | 6400 | 7396 | 8381 | 8464 | 6400 | 6400 | 7921 | 5041 | 7921 | 9216 | 5929 | 8464 | 6889 | 4761 | 6724 | 7569 | | | | |
| ΣXY | | 6621 | 7619 | 7497 | 7487 | 7311 | 8398 | 7373 | 7456 | 6564 | 6925 | 6740 | 4955 | 5605 | 7833 | 6839 | 7314 | 7738 | 7827 | 6890 | 7572 | 6074 | 7568 | 8012 | 6571 | 7810 | 7144 | 5891 | 6925 | 7488 | | | | |
| Σ | Product Mean | 0.6503 | 0.3846 | 0.5696 | 0.4166 | 0.3372 | 0.5488 | 0.1284 | 0.3791 | 0.4167 | 0.3879 | 0.3991 | -0.3375 | 0.5966 | 0.5051 | 0.5138 | 0.4438 | 0.4051 | 0.5966 | 0.5962 | 0.4782 | 0.5089 | 0.43 | 0.5736 | -0.1913 | 0.3226 | 0.3897 | 0.6479 | 0.6707 | 0.1016 | 0.6699 | | | |
| Σ | Total | 0.361 | 0.361 | 0.361 | 0.361 | 0.361 | 0.361 | 0.361 | 0.361 | 0.361 | 0.361 | 0.361 | 0.361 | 0.361 | 0.361 | 0.361 | 0.361 | 0.361 | 0.361 | 0.361 | 0.361 | 0.361 | 0.361 | 0.361 | 0.361 | 0.361 | 0.361 | 0.361 | 0.361 | 0.361 | 0.361 | | | |
| Σ | Status | V | V | V | V | V | V | V | V | V | V | V | V | V | V | V | V | V | V | V | V | V | V | V | V | V | V | V | V | V | V | | | |

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APPENDIX 7

TEST OF READING COMPREHENSION

Name :

Class :

Text I Adapted from (<https://brainly.co.id/tugas/28658829>) (2020)

This text for questions 1 – 4

One of the best known international radio services is the BBC World Service. The name BBC is short British Broadcasting Corporation. The world Service started in 1935 in order to provide news for Britain's colonies overseas. Its headquarters in Bush House, a large building in London. The world service Broadcasting programmes in 37 languages, including English. It broadcasting programmes in English 24 hours a day about 25 million listeners. Its programmes focus on news and current affairs, but it also has programmes on music, science, sports and drama. The BBC gets its now in two ways. Firstly, it has reporters in most countries of the world. These people report what is happening in these countries. The second way, the BBC gets its news is by listening to other radio stations all over the world. The BBC listens to Indonesian radio to find out what is happening in Indonesia. For example, if there is report of a headquake in Sumatra on Indonesian radio, the BBC will tell its reporter to go there and collect news. The world Service is very useful for learners of English. They can listen to English and practice their listening skills. They can also note down the pronunciation, of words and even learn new words.

1. How long does BBC World Service broadcasting programmes in English? It broadcastshours a day.
 - a. 20
 - b. 24
 - c. 28
 - d. 26
 - e. 37
2. Its programmes focus on news and current affairs, but it also has programmes on music, science, sports and drama. The word 'Its' in the sentence refers to....
 - a. Bush house
 - b. BBC
 - c. Program
 - d. London
 - e. News



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3. BBC World Service has programmes
 - a. science, music, advertisement, trade, drama
 - b. music, science, sport, movie, drama
 - c. sport, drama, science, music
 - d. music, advertisement, trade, music
 - e. drama, culture, science, sport, music
4. World Service deals mainly with
 - a. Science and drama
 - b. News and music
 - c. Current affairs and music
 - d. drama and news
 - e. news and current affairs

Text II Adapted from <https://englishahkam.blogspot.com/2013/04/soal-report-text-multiple-choice-beserta-jawaban.html>

This text for questions 5 – 8

An elephant is the largest and stronger of all animals. It is a strange looking animal with its thick legs, huge sides and backs, large hanging ears, a small tail, little eyes, long white tusks and above all it has a long nose, the trunk. The trunk is the elephant's peculiar feature, and it has various uses. The elephant draws up water by its trunk and can squirt it all over its body like a shower bath. It can also lift leaves and puts them, into its mouth. In fact the trunk serves the elephant as a long arm and hand. An elephant looks very-clumsy and heavy and yet it can move very quickly.

The elephant is a very intelligent animal. Its intelligence combined with its great strength makes it a very useful servant to man and it can be trained to serve in various ways such as carry heavy loads, hunt for tigers and even fight.

5. The third paragraph is mainly about the fact that
 - a. Elephants are strong
 - b. Elephants can lift logs
 - c. Elephants are servants
 - d. Elephants are very useful
 - e. Elephants must be trained
6. Which of the following is NOT part of the elephants described in the first paragraph?
 - a. it looks strange
 - b. it is heavy



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- c. it is wild
- d. it has a trunk
- e. it has a small tall
7. It is stated in the text that the elephant uses the trunk to do the following, except
 - a. To eat
 - b. To push
 - c. To drink
 - d. To carry things
 - e. To squirt water over the body
8. “The trunk is the elephant’s peculiar feature...”
The underlined word is close in meaning to
 - a. Large
 - b. Strange
 - c. Thought
 - d. Smooth
 - e. Long

Text III Adapted from <https://www.jondrihambani.com/2020/01/dec-9-man-jailed-for-striking-ri-maid-1.html>

This text for questions 9 – 11

SINGAPORE.

A supervisor was jailed for two months for repeatedly striking his Indonesian maid on the head and back with a television remote. Muhammad Shafiq Woon Abdullah was brought to court in Singapore because he had physically hurt the woman on several occasions between June and October 2002, the straits time said. The magistrate’s court heard that shafiq, 31, began striking Winarti, 22, about a month after she started working for him.

He hit her on the head with the TV sets remote control because he was unhappy with her work. On one occasion, he punched her on the back after focusing her of day dreaming. S.S. Dhillon, Shafiq’s lawyer, said this that his client had become mad when he saw his daughter’s face covered as she was lying in bed. He said his client thought the maid had put the child in danger.

9. The text reported
 - a. The arrest of a supervisor
 - b. The working condition in Singapore
 - c. An Indonesian worker in Singapore
 - d. The Indonesian workers’ condition in Singapore
 - e. A crime by a Singapore supervisor towards his maid



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10. “.... He physically hurt the woman...” Paragraph 2)

The underlined word is close in meaning to

- a. Cut b. Injured c. offended d. Punished e. Damaged

11. Why did shafiq punch Winarti on her back? She was accused of

- a. Talking much time for herself b. Not working properly
c. Working carelessly d. Daydreaming
e. Being lazy

Text IV Adapted from By [Pustaka Bahasa Inggris](#) Posted on October 26, 2019

<https://www.text.co.id/50-contoh-soal-toefl-reading-comprehension-lengkap-dengan-kunci-jawaban-dan-pembahasan-part-a/>

This text for questions 12 – 15

Robert Moog was an American inventor who developed the Moog synthesizer. it was one of the first synthesizers to gain widespread use as a musical instrument. Moog’s synthesizers were an important part of musical innovation in rock and jazz music in the 1960s and 1970s. Robert Arthur Moog was born in Queens, a borough of New York City 75 years ago. He became fascinated with electronics as a teenager, particularly an early electronic musical instrument called the theremin. mood studied physic and electrical engineering at Queens College and Columbia University both in new york city and later received a Ph.D. in engineering physic cornel University in Ithaca, New York. in 1954, while still an undergraduate student, Moog Formed his own company to sell theremins and theremins kits.

Soon after, Moog began working on a keyboard instrument that could replicate the sound of any musical instrument electronically. working with American composer Herbert Deutch. moog introduced the prototype Moog synthesizer at a convention in 1964. the device represented a significant advance over previous electronic synthesizer because of its use of new semiconductor technology, which made it smaller and considerably cheaper than earlier machines. the Moog, as it was known, was soon in demand by musician all over the world.



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In 1964, Moog began a collaboration with American composer and organist Walter Carlos who released the best selling electronic music album switched-on bach in 1968. Rock groups such as the Beatles and yes and jazz musician such as Harbie Hancock and Chick Corea began incorporating Moog synthesizer into their recordings, a trend that increased when the company introduced the compact and portable Minimoog in 1970. A Moog synthesizer was also prominently featured on the soundtrack to the movie A Clockwork Orange in 1971

12. The word ‘prominently’ in paragraph 3 can easily be replaced by.
 - a. Significantly
 - b. Perfectly
 - c. Accurately
 - d. Smartly
13. The passage describes theremin as a/an.
 - a. The prototype of Moog Synthesizer
 - b. Initial Electronic Music Instrument
 - c. Musical Instrument to replicate the sound
 - d. Instrument of electronic tool
14. The paragraph following the passage most likely discusses.
 - a. Collaboration between the Moog and other musicians
 - b. The description of compact and portable mini Moog
 - c. The improvement of Moog Synthesizer
 - d. Trend in the music industry about synthesizer
15. The main Idea of paragraph three is ...
 - a. The Moog’s collaboration in music field
 - b. The Moog in the movie soundtrack
 - c. The introduction of Minimoog
 - d. The collaboration of the Moog with music groups.

Text V Adapted from <http://www.sekolahbahasainggris.com/25-soal-reading-comprehension-part-iii-beserta-kunci-jawaban-dalam-bahasa-inggris/>

This text for questions 16 – 20

We believe the Earth is about 4.6 billion years old. At percent, we are forced to look to other bodies in the solar system for hints as to what the early



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history of the Earth was like. Studies of our moon, Mercury, Mars, and the large satellites of Jupiter and Saturn have provided ample evidence that all these large celestial bodies had formed. This same bombardment must have affected Earth as well. The lunar record indicates that the rate of impacts decreased to its present low level about 4 billion years ago. On Earth, subsequent erosion and crustal motions have obliterated the craters that must have formed during this epoch.

Scientists estimate the Earth's age by measuring the ratios of various radioactive elements in rocks. The oldest Earth's rocks tested thus far are about 3 1/3 billion years old. But no one knows whether these are oldest rocks on Earth. Tests on rocks from the moon and on meteorites show that these are about 4.6 billion years old. Scientists believe that this is the true age of the solar system and probably the true age of the Earth.

16. In line 8, the word "obliterated" means.

- a. created
- b. destroyed
- c. changed
- d. erosion

17. According to this passage, how do scientists estimate the age of the Earth?.

- a. By measuring the ratios of radioactive elements in rocks.
- b. By examining fossils
- c. By studying sunspots
- d. By examining volcanic activity

18. Scientists estimate the age of the Earth as ...

- a. 4 billion years old.
- b. 3 1/3 billion years old.
- c. 4.6 billion years old.
- d. 6 billion years old.

19. Which of the following processes led to the obliteration of the craters formed by the bombardment of the Earth by the celestial bodies?

- a. Volcanic activity
- b. Solar radiation
- c. Gravity activity
- d. Crustal motions

20. According to the passage, why are scientists forced to look at other bodies in the solar system to determine the early history of the Earth? (b)

- a. Human alteration of the Earth.
- b. Erosion and crustal motions.
- c. Solar flares.
- d. Deforestation and global warming.



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Text VI Adapted from

waroeng-alam (<http://waroeng-alam.blogspot.com/2017/11/contoh-report-text-dinosaurus-beserta.html>)

This text for questions 21– 25

Dinosaurs were a type of lizards. They lived from about 230 million to about 65 million years ago. In 1842, Sir Richard Owen created the word dinosaur. It came from Greek words *deino.s*, meaning “terrible” and *sauros*, meaning “lizard”. Dinosaurs lived on earth for about 140 million years. During the dinosaurian era, the days were short. The sun was not as hot as it is today. On earth there was only one big continent and one big ocean. The name of the continent was *pangea* (all lands) and the name of the ocean was *panthallassa* (all seas).

There were many kinds of dinosaurs. Some of them were very big and some others were small. Some dinosaurs ate leaves and some others ate meat. Some dinosaurs could fly.

What happened to dinosaurs? Dinosaurs became extinct because there was a large comet hitting the earth. The comet caused fire and it killed the trees. Dinosaurs could not eat because there were no trees on earth and finally they died and became extinct.

21. What were the days like during the dinosaurian era?

- | | |
|---------|----------|
| a. Long | b. Cold |
| c. Warm | d. Short |

22. What is the main idea of paragraph 3?

- a. There were many kinds of dinosaurs
- b. Some dinosaurs could fly in the sky
- c. Many dinosaurs were small in form
- d. Dinosaurs ate leaves and meat



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23. The writer wrote the text ...

- a. to describe what the dinosaurs look like
- b. to show the steps how to measure dinosaurs
- c. to inform people about dinosaurs and their lives
- d. to amuse people by showing the dinosaurs' power

24. "Dinosaurs became extinct because there was a large comet hitting the earth"

The underlined word is similar in meaning to ...

- a. surviving
- b. alive
- c. vanished
- d. extant

25 "Some of them were very big and some others were small".

The underlined word refers to ...

- a. Lizards
- b. Dinosaurs
- c. Leaves
- d. Animals



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APPENDIX 8

Key Anwer of Reading Comprehension Test

| | | | | |
|------|-------|-------|-------|-------|
| 1. B | 6. A | 11. D | 16. B | 21. D |
| 2. B | 7. B | 12. A | 17. A | 22. A |
| 3. C | 8. B | 13. B | 18. C | 23. C |
| 4. E | 9. A | 14. C | 19. D | 24. C |
| 5. D | 10. B | 15. A | 20. B | 25. B |

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APPENDIX 9

QUESTIONNAIRE OF TEACHING STRATEGIES IN READING

The purpose of this questionnaire is to investigate teachers' Strategies on E-Learning. It is for research purposes only. All data will be aggregated and will not be used to evaluate you, your grade, or your teacher. There are 25 questions. All items are closed-ended questions that ask about each student's personal data where they have to put ticks in boxes. The questions are in the form of Likert-Scale with five options:

- (1) Strongly Disagree (SD),
- (2) Disagree (D),
- (3) Moderate (M),
- (4) Agree (A), and
- (5) Strongly Agree (SA).

Class:

Gender:

| No | STATEMENTS | SD 1 | D 2 | M 3 | A 4 | SA 5 |
|----|---|---------|--------|--------|--------|---------|
| 1 | I really enjoy reading on E-learning class | | | | | |
| 2 | I think my English E- learning class is boring | | | | | |
| 3 | My teacher try to help me in reading English textbook | | | | | |
| 4 | My teacher always uses game in English E-learning class | | | | | |
| 5 | My teacher always uses new | | | | | |



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| | | | | | | |
|----|--|--|--|--|--|--|
| | strategy in teaching reading | | | | | |
| 6 | I feel anxious if someone asks me something in English | | | | | |
| 7 | It is easier for me to understand the text after getting teacher's explanation on E-learning class | | | | | |
| 8 | The teacher's always helps the students to easy to understand about the text | | | | | |
| 9 | I can join the test on E-learning | | | | | |
| 10 | I think E-learning is effective learning | | | | | |
| 11 | I really hate E-learning English because it's difficult to understand the lesson | | | | | |
| 12 | I think E- learning English is important, because I want to be a winner in class | | | | | |
| 13 | I really like E-learning English class because I know the real technology from the lesson | | | | | |
| 14 | I am sleeping when teacher explains the lesson on E-leraning class | | | | | |
| 15 | I try to search the teacher's source in teaching reading | | | | | |
| 16 | I always have a good idea | | | | | |



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| | | | | | | |
|----|---|--|--|--|--|--|
| | when my teacher gives the guessing game on E-learning class | | | | | |
| 17 | My teacher starts the lesson by using game on e-learning class | | | | | |
| 18 | I like discussing on e-learning class | | | | | |
| 19 | My teachers gives much homework on google classroom | | | | | |
| 20 | I like doing task on my e-learning class | | | | | |
| 21 | The teacher checks the students' task on e-learning class | | | | | |
| 22 | The teacher asks the students' to find the text from the internet | | | | | |
| 23 | The teacher asks the students to read the text to do the task on e-learning class | | | | | |
| 24 | The teacher gives the clue of the text what we want to read on e-learning class | | | | | |
| 25 | The task is given by the teacher is too much | | | | | |



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APPENDIX 10

QUESTIONNAIRE OF STUDENTS' READING INTEREST

Adapted from Gardner (2004)

The purpose of this questionnaire is to investigate the students' interest in reading. It is for research purposes only. All data will be aggregated and will not be used to evaluate you, your grade, or your teacher. There are 25 questions. All items are closed-ended questions that ask about each student's personal data where they have to put ticks in boxes. The questions are in the form of Likert-Scale with five options:

- (1) Strongly Disagree (SD),
- (2) Disagree (D),
- (3) Moderate (M),
- (4) Agree (A), and
- (5) Strongly Agree (SA).

Class:

Gender:

| | SA 5 | A 4 | M 3 | D 2 | SD 1 |
|---|---------|--------|--------|--------|---------|
| 1. I always review the lesson by reading my textbook | | | | | |
| 2. I think reading is really important to me | | | | | |
| 3. I sometimes go to library to read textbooks | | | | | |
| 4. I remember things I have heard s better than things I have read in E-learning class. | | | | | |
| 5. When I read some books, I feel bored. | | | | | |
| 6. I tend to give up and not pay attention when I read textbook | | | | | |
| 7. I always apply something I get from reading | | | | | |
| 8. I make note after reading a text. | | | | | |



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| | | | | | |
|--|--|--|--|--|--|
| 9.I prefer playing game than reading a book | | | | | |
| 10.I enjoy my free time to read a book | | | | | |
| 11.I prefer to read a book story than my textbook | | | | | |
| 12. I always tell to my family or my friends about a book that I have read | | | | | |
| 13. I learn best in class when I can participate in related to reading activities on E-learning class | | | | | |
| 14. I do not have schedule for reading activity | | | | | |
| 15. I can read and understand the materials that teacher shows in every meeting in E- learning class | | | | | |
| 16. I try to find out the meaning of word when I read the text | | | | | |
| 17. I use my mobile phone to find out the text on internet | | | | | |
| 18. I read the text when my teacher asks me to do the task on e-learning class | | | | | |
| 19. I read all of the text when I have reading test on e-learning class | | | | | |
| 20. I use google translate to find the meaning of the text | | | | | |
| 21. I listen to my teacher when he reads the text on e-learning class | | | | | |
| 22. I am focus on the text when I read the text | | | | | |
| 23. I do not like reading on e-learning class | | | | | |
| 24. I can not follow the lesson when I seldom join on e-learning class especially in understanding the word in English | | | | | |
| 25. My concentration is not good when I see the long text | | | | | |



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APPENDIX 12

The Result of Students Reading Interest Questionnaire

| No. Resp. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | Total |
|-----------|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|-------|
| 60 | 3 | 2 | 2 | 3 | 4 | 3 | 1 | 2 | 4 | 3 | 3 | 1 | 2 | 3 | 5 | 2 | 1 | 2 | 4 | 4 | 1 | 2 | 2 | 3 | 4 | 3 |
| 59 | 4 | 4 | 2 | 2 | 1 | 2 | 2 | 3 | 4 | 3 | 3 | 1 | 2 | 3 | 5 | 2 | 1 | 2 | 4 | 4 | 1 | 2 | 2 | 3 | 4 | 3 |
| 58 | 3 | 2 | 1 | 2 | 3 | 3 | 2 | 2 | 4 | 3 | 3 | 1 | 2 | 3 | 5 | 2 | 1 | 2 | 4 | 4 | 1 | 2 | 2 | 3 | 4 | 3 |
| 57 | 3 | 4 | 3 | 2 | 2 | 3 | 3 | 1 | 3 | 4 | 3 | 1 | 2 | 3 | 5 | 2 | 1 | 2 | 4 | 4 | 1 | 2 | 2 | 3 | 4 | 3 |
| 56 | 3 | 4 | 3 | 2 | 2 | 3 | 3 | 1 | 3 | 4 | 3 | 1 | 2 | 3 | 5 | 2 | 1 | 2 | 4 | 4 | 1 | 2 | 2 | 3 | 4 | 3 |
| 55 | 3 | 4 | 3 | 2 | 2 | 3 | 3 | 1 | 3 | 4 | 3 | 1 | 2 | 3 | 5 | 2 | 1 | 2 | 4 | 4 | 1 | 2 | 2 | 3 | 4 | 3 |
| 54 | 3 | 4 | 3 | 2 | 2 | 3 | 3 | 1 | 3 | 4 | 3 | 1 | 2 | 3 | 5 | 2 | 1 | 2 | 4 | 4 | 1 | 2 | 2 | 3 | 4 | 3 |
| 53 | 3 | 4 | 3 | 2 | 2 | 3 | 3 | 1 | 3 | 4 | 3 | 1 | 2 | 3 | 5 | 2 | 1 | 2 | 4 | 4 | 1 | 2 | 2 | 3 | 4 | 3 |
| 52 | 3 | 4 | 3 | 2 | 2 | 3 | 3 | 1 | 3 | 4 | 3 | 1 | 2 | 3 | 5 | 2 | 1 | 2 | 4 | 4 | 1 | 2 | 2 | 3 | 4 | 3 |
| 51 | 3 | 4 | 3 | 2 | 2 | 3 | 3 | 1 | 3 | 4 | 3 | 1 | 2 | 3 | 5 | 2 | 1 | 2 | 4 | 4 | 1 | 2 | 2 | 3 | 4 | 3 |
| 50 | 3 | 4 | 3 | 2 | 2 | 3 | 3 | 1 | 3 | 4 | 3 | 1 | 2 | 3 | 5 | 2 | 1 | 2 | 4 | 4 | 1 | 2 | 2 | 3 | 4 | 3 |
| 49 | 3 | 4 | 3 | 2 | 2 | 3 | 3 | 1 | 3 | 4 | 3 | 1 | 2 | 3 | 5 | 2 | 1 | 2 | 4 | 4 | 1 | 2 | 2 | 3 | 4 | 3 |
| 48 | 3 | 4 | 3 | 2 | 2 | 3 | 3 | 1 | 3 | 4 | 3 | 1 | 2 | 3 | 5 | 2 | 1 | 2 | 4 | 4 | 1 | 2 | 2 | 3 | 4 | 3 |
| 47 | 3 | 4 | 3 | 2 | 2 | 3 | 3 | 1 | 3 | 4 | 3 | 1 | 2 | 3 | 5 | 2 | 1 | 2 | 4 | 4 | 1 | 2 | 2 | 3 | 4 | 3 |
| 46 | 3 | 4 | 3 | 2 | 2 | 3 | 3 | 1 | 3 | 4 | 3 | 1 | 2 | 3 | 5 | 2 | 1 | 2 | 4 | 4 | 1 | 2 | 2 | 3 | 4 | 3 |
| 45 | 3 | 4 | 3 | 2 | 2 | 3 | 3 | 1 | 3 | 4 | 3 | 1 | 2 | 3 | 5 | 2 | 1 | 2 | 4 | 4 | 1 | 2 | 2 | 3 | 4 | 3 |
| 44 | 3 | 4 | 3 | 2 | 2 | 3 | 3 | 1 | 3 | 4 | 3 | 1 | 2 | 3 | 5 | 2 | 1 | 2 | 4 | 4 | 1 | 2 | 2 | 3 | 4 | 3 |
| 43 | 3 | 4 | 3 | 2 | 2 | 3 | 3 | 1 | 3 | 4 | 3 | 1 | 2 | 3 | 5 | 2 | 1 | 2 | 4 | 4 | 1 | 2 | 2 | 3 | 4 | 3 |
| 42 | 3 | 4 | 3 | 2 | 2 | 3 | 3 | 1 | 3 | 4 | 3 | 1 | 2 | 3 | 5 | 2 | 1 | 2 | 4 | 4 | 1 | 2 | 2 | 3 | 4 | 3 |
| 41 | 3 | 4 | 3 | 2 | 2 | 3 | 3 | 1 | 3 | 4 | 3 | 1 | 2 | 3 | 5 | 2 | 1 | 2 | 4 | 4 | 1 | 2 | 2 | 3 | 4 | 3 |
| 40 | 3 | 4 | 3 | 2 | 2 | 3 | 3 | 1 | 3 | 4 | 3 | 1 | 2 | 3 | 5 | 2 | 1 | 2 | 4 | 4 | 1 | 2 | 2 | 3 | 4 | 3 |
| 39 | 3 | 4 | 3 | 2 | 2 | 3 | 3 | 1 | 3 | 4 | 3 | 1 | 2 | 3 | 5 | 2 | 1 | 2 | 4 | 4 | 1 | 2 | 2 | 3 | 4 | 3 |
| 38 | 3 | 4 | 3 | 2 | 2 | 3 | 3 | 1 | 3 | 4 | 3 | 1 | 2 | 3 | 5 | 2 | 1 | 2 | 4 | 4 | 1 | 2 | 2 | 3 | 4 | 3 |
| 37 | 3 | 4 | 3 | 2 | 2 | 3 | 3 | 1 | 3 | 4 | 3 | 1 | 2 | 3 | 5 | 2 | 1 | 2 | 4 | 4 | 1 | 2 | 2 | 3 | 4 | 3 |
| 36 | 3 | 4 | 3 | 2 | 2 | 3 | 3 | 1 | 3 | 4 | 3 | 1 | 2 | 3 | 5 | 2 | 1 | 2 | 4 | 4 | 1 | 2 | 2 | 3 | 4 | 3 |
| 35 | 3 | 4 | 3 | 2 | 2 | 3 | 3 | 1 | 3 | 4 | 3 | 1 | 2 | 3 | 5 | 2 | 1 | 2 | 4 | 4 | 1 | 2 | 2 | 3 | 4 | 3 |
| 34 | 3 | 4 | 3 | 2 | 2 | 3 | 3 | 1 | 3 | 4 | 3 | 1 | 2 | 3 | 5 | 2 | 1 | 2 | 4 | 4 | 1 | 2 | 2 | 3 | 4 | 3 |
| 33 | 3 | 4 | 3 | 2 | 2 | 3 | 3 | 1 | 3 | 4 | 3 | 1 | 2 | 3 | 5 | 2 | 1 | 2 | 4 | 4 | 1 | 2 | 2 | 3 | 4 | 3 |
| 32 | 3 | 4 | 3 | 2 | 2 | 3 | 3 | 1 | 3 | 4 | 3 | 1 | 2 | 3 | 5 | 2 | 1 | 2 | 4 | 4 | 1 | 2 | 2 | 3 | 4 | 3 |
| 31 | 3 | 4 | 3 | 2 | 2 | 3 | 3 | 1 | 3 | 4 | 3 | 1 | 2 | 3 | 5 | 2 | 1 | 2 | 4 | 4 | 1 | 2 | 2 | 3 | 4 | 3 |
| 30 | 3 | 4 | 3 | 2 | 2 | 3 | 3 | 1 | 3 | 4 | 3 | 1 | 2 | 3 | 5 | 2 | 1 | 2 | 4 | 4 | 1 | 2 | 2 | 3 | 4 | 3 |
| 29 | 3 | 4 | 3 | 2 | 2 | 3 | 3 | 1 | 3 | 4 | 3 | 1 | 2 | 3 | 5 | 2 | 1 | 2 | 4 | 4 | 1 | 2 | 2 | 3 | 4 | 3 |
| 28 | 3 | 4 | 3 | 2 | 2 | 3 | 3 | 1 | 3 | 4 | 3 | 1 | 2 | 3 | 5 | 2 | 1 | 2 | 4 | 4 | 1 | 2 | 2 | 3 | 4 | 3 |
| 27 | 3 | 4 | 3 | 2 | 2 | 3 | 3 | 1 | 3 | 4 | 3 | 1 | 2 | 3 | 5 | 2 | 1 | 2 | 4 | 4 | 1 | 2 | 2 | 3 | 4 | 3 |
| 26 | 3 | 4 | 3 | 2 | 2 | 3 | 3 | 1 | 3 | 4 | 3 | 1 | 2 | 3 | 5 | 2 | 1 | 2 | 4 | 4 | 1 | 2 | 2 | 3 | 4 | 3 |
| 25 | 3 | 4 | 3 | 2 | 2 | 3 | 3 | 1 | 3 | 4 | 3 | 1 | 2 | 3 | 5 | 2 | 1 | 2 | 4 | 4 | 1 | 2 | 2 | 3 | 4 | 3 |
| 24 | 3 | 4 | 3 | 2 | 2 | 3 | 3 | 1 | 3 | 4 | 3 | 1 | 2 | 3 | 5 | 2 | 1 | 2 | 4 | 4 | 1 | 2 | 2 | 3 | 4 | 3 |
| 23 | 3 | 4 | 3 | 2 | 2 | 3 | 3 | 1 | 3 | 4 | 3 | 1 | 2 | 3 | 5 | 2 | 1 | 2 | 4 | 4 | 1 | 2 | 2 | 3 | 4 | 3 |
| 22 | 3 | 4 | 3 | 2 | 2 | 3 | 3 | 1 | 3 | 4 | 3 | 1 | 2 | 3 | 5 | 2 | 1 | 2 | 4 | 4 | 1 | 2 | 2 | 3 | 4 | 3 |
| 21 | 3 | 4 | 3 | 2 | 2 | 3 | 3 | 1 | 3 | 4 | 3 | 1 | 2 | 3 | 5 | 2 | 1 | 2 | 4 | 4 | 1 | 2 | 2 | 3 | 4 | 3 |
| 20 | 3 | 4 | 3 | 2 | 2 | 3 | 3 | 1 | 3 | 4 | 3 | 1 | 2 | 3 | 5 | 2 | 1 | 2 | 4 | 4 | 1 | 2 | 2 | 3 | 4 | 3 |
| 19 | 3 | 4 | 3 | 2 | 2 | 3 | 3 | 1 | 3 | 4 | 3 | 1 | 2 | 3 | 5 | 2 | 1 | 2 | 4 | 4 | 1 | 2 | 2 | 3 | 4 | 3 |
| 18 | 3 | 4 | 3 | 2 | 2 | 3 | 3 | 1 | 3 | 4 | 3 | 1 | 2 | 3 | 5 | 2 | 1 | 2 | 4 | 4 | 1 | 2 | 2 | 3 | 4 | 3 |
| 17 | 3 | 4 | 3 | 2 | 2 | 3 | 3 | 1 | 3 | 4 | 3 | 1 | 2 | 3 | 5 | 2 | 1 | 2 | 4 | 4 | 1 | 2 | 2 | 3 | 4 | 3 |
| 16 | 3 | 4 | 3 | 2 | 2 | 3 | 3 | 1 | 3 | 4 | 3 | 1 | 2 | 3 | 5 | 2 | 1 | 2 | 4 | 4 | 1 | 2 | 2 | 3 | 4 | 3 |
| 15 | 3 | 4 | 3 | 2 | 2 | 3 | 3 | 1 | 3 | 4 | 3 | 1 | 2 | 3 | 5 | 2 | 1 | 2 | 4 | 4 | 1 | 2 | 2 | 3 | 4 | 3 |
| 14 | 3 | 4 | 3 | 2 | 2 | 3 | 3 | 1 | 3 | 4 | 3 | 1 | 2 | 3 | 5 | 2 | 1 | 2 | 4 | 4 | 1 | 2 | 2 | 3 | 4 | 3 |
| 13 | 3 | 4 | 3 | 2 | 2 | 3 | 3 | 1 | 3 | 4 | 3 | 1 | 2 | 3 | 5 | 2 | 1 | 2 | 4 | 4 | 1 | 2 | 2 | 3 | 4 | 3 |
| 12 | 3 | 4 | 3 | 2 | 2 | 3 | 3 | 1 | 3 | 4 | 3 | 1 | 2 | 3 | 5 | 2 | 1 | 2 | 4 | 4 | 1 | 2 | 2 | 3 | 4 | 3 |
| 11 | 3 | 4 | 3 | 2 | 2 | 3 | 3 | 1 | 3 | 4 | 3 | 1 | 2 | 3 | 5 | 2 | 1 | 2 | 4 | 4 | 1 | 2 | 2 | 3 | 4 | 3 |
| 10 | 3 | 4 | 3 | 2 | 2 | 3 | 3 | 1 | 3 | 4 | 3 | 1 | 2 | 3 | 5 | 2 | 1 | 2 | 4 | 4 | 1 | 2 | 2 | 3 | 4 | 3 |
| 9 | 3 | 4 | 3 | 2 | 2 | 3 | 3 | 1 | 3 | 4 | 3 | 1 | 2 | 3 | 5 | 2 | 1 | 2 | 4 | 4 | 1 | 2 | 2 | 3 | 4 | 3 |
| 8 | 3 | 4 | 3 | 2 | 2 | 3 | 3 | 1 | 3 | 4 | 3 | 1 | 2 | 3 | 5 | 2 | 1 | 2 | 4 | 4 | 1 | 2 | 2 | 3 | 4 | 3 |
| 7 | 3 | 4 | 3 | 2 | 2 | 3 | 3 | 1 | 3 | 4 | 3 | 1 | 2 | 3 | 5 | 2 | 1 | 2 | 4 | 4 | 1 | 2 | 2 | 3 | 4 | 3 |
| 6 | 3 | 4 | 3 | 2 | 2 | 3 | 3 | 1 | 3 | 4 | 3 | 1 | 2 | 3 | 5 | 2 | 1 | 2 | 4 | 4 | 1 | 2 | 2 | 3 | 4 | 3 |
| 5 | 3 | 4 | 3 | 2 | 2 | 3 | 3 | 1 | 3 | 4 | 3 | 1 | 2 | 3 | 5 | 2 | 1 | 2 | 4 | 4 | 1 | 2 | 2 | 3 | 4 | 3 |
| 4 | 3 | 4 | 3 | 2 | 2 | 3 | 3 | 1 | 3 | 4 | 3 | 1 | 2 | 3 | 5 | 2 | 1 | 2 | 4 | 4 | 1 | 2 | 2 | 3 | 4 | 3 |
| 3 | 3 | 4 | 3 | 2 | 2 | 3 | 3 | 1 | 3 | 4 | 3 | 1 | 2 | 3 | 5 | 2 | 1 | 2 | 4 | 4 | 1 | 2 | 2 | 3 | 4 | 3 |
| 2 | 3 | 4 | 3 | 2 | 2 | 3 | 3 | 1 | 3 | 4 | 3 | 1 | 2 | 3 | 5 | 2 | 1 | 2 | 4 | 4 | 1 | 2 | 2 | 3 | 4 | 3 |
| 1 | 3 | 4 | 3 | 2 | 2 | 3 | 3 | 1 | 3 | 4 | 3 | 1 | 2 | 3 | 5 | 2 | 1 | 2 | 4 | 4 | 1 | 2 | 2 | 3 | 4 | 3 |



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| No. | Nama Siswa | Nilai |
|-----|--------------------------|-------|
| 1 | Abdul Rifai | 72 |
| 2 | Afrijon | 70 |
| 3 | Akhiruddin | 74 |
| 4 | Aldi Andika Putra | 75 |
| 5 | Aldi Wahvudi | 81 |
| 6 | Ali Pandra | 75 |
| 7 | Amir Hasan Rangkuti | 70 |
| 8 | Anda Pane | 81 |
| 9 | Ansari | 72 |
| 10 | Arman Sahputra | 76 |
| 11 | Azid Danil | 70 |
| 12 | Cahaya Arafah | 75 |
| 13 | Cahaya Jannah | 73 |
| 14 | Cahaya Kamila | 79 |
| 15 | Cindy Rashikah | 75 |
| 16 | Daniel Ketaren | 80 |
| 17 | Dirman | 72 |
| 18 | Elida Hannum | 68 |
| 19 | Emalini Sihombing | 78 |
| 20 | Emi Yanti Naulida Sihite | 79 |
| 21 | Hawariyah Harahap | 70 |
| 22 | Hawariyah Harahap | 81 |
| 23 | Ikbai Tarmizi Lubis | 77 |
| 24 | Imelda Putriani | 60 |
| 25 | Indah Sri Salsabila | 75 |
| 26 | Irwan Ependi | 66 |
| 27 | Jabar Hidayat | 79 |
| 28 | Johannes Ritonga | 73 |
| 29 | Khoirul Umri | 63 |
| 30 | Khumairah Zahra | 90 |
| 31 | Kristina Marpaung | 69 |
| 32 | Muhammat Solih | 73 |
| 33 | Mutiara Roma | 65 |
| 34 | Nur Atika | 71 |
| 35 | Nur Kholijah | 73 |
| 36 | Nur Kholijah Siregar | 74 |
| 37 | Nurul Azizah | 90 |
| 38 | Nurul Hasanah | 74 |
| 39 | Nurul Lubis | 72 |
| 40 | Peronika | 75 |
| 41 | Rangga Parlaungan | 84 |
| 42 | Rendi Alfani | 72 |
| 43 | Ridho Ramadhan | 82 |
| 44 | Rijal Gultom | 75 |
| 45 | Rika Novianti Siregar | 68 |
| 46 | Rini Hanisah Rangkuti | 65 |
| 47 | Rio Pebrian | 83 |
| 48 | Risky Permana | 71 |
| 49 | Risna Siregar | 63 |
| 50 | Riyan Andre Hasibuan | 82 |
| 51 | Rizki Fadilah | 72 |
| 52 | Ronal Rajagukguk | 80 |
| 53 | Rosnila Sari | 74 |
| 54 | Rukiah Pulungan | 81 |
| 55 | Sahrul Lubis | 81 |
| 56 | Salsabila | 75 |
| 57 | Siti Aminah | 93 |
| 58 | Suhar Nila | 78 |
| 59 | Sumona Lisa Aritonang | 50 |
| 60 | Tahiruddin Ansari | 76 |
| 61 | Tiwi Amanda | 75 |
| 62 | Tukma Saima Putri | 75 |
| 63 | Ulfa Hannum Harianja | 73 |
| 64 | Windi Anggita | 73 |
| 65 | Wyndy Maya Sari Sihotang | 75 |
| 66 | Yudi Ardiansyah | 80 |
| 67 | Yuli Sari Batubara | 72 |
| 68 | Yulianti Lubis | 68 |
| 69 | Yuni Sarah | 70 |



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APPENDIX 14

**The Students' Reading Comprehension Test, Teaching
Strategies Questionnaire and Students' Reading Interest Questionnaire
Score**

| No. | Student | X1 | X2 | Y | X1^2 | X2^2 | Y^2 |
|-----|--------------------------|----|----|----|------|------|------|
| 1 | Abdul Rifai | 69 | 60 | 72 | 4761 | 3600 | 5184 |
| 2 | Afrijon | 66 | 59 | 70 | 4356 | 3481 | 4900 |
| 3 | Akhiruddin | 66 | 71 | 74 | 4356 | 5041 | 5476 |
| 4 | Aldi Andika Putra | 74 | 75 | 75 | 5476 | 5625 | 5625 |
| 5 | Aldi Wahyudi | 72 | 79 | 81 | 5184 | 6241 | 6561 |
| 6 | Ali Pandra | 72 | 66 | 75 | 5184 | 4356 | 5625 |
| 7 | Amir Hasan Rangkuti | 68 | 68 | 70 | 4624 | 4624 | 4900 |
| 8 | Anda Pane | 79 | 71 | 81 | 6241 | 5041 | 6561 |
| 9 | Ansari | 71 | 71 | 72 | 5041 | 5041 | 5184 |
| 10 | Arman Sahputra | 67 | 67 | 76 | 4489 | 4489 | 5776 |
| 11 | Azid Danil | 66 | 65 | 70 | 4356 | 4225 | 4900 |
| 12 | Cahaya Arafah | 66 | 64 | 75 | 4356 | 4096 | 5625 |
| 13 | Cahaya Jannah | 71 | 66 | 73 | 5041 | 4356 | 5329 |
| 14 | Cahaya Kamila | 62 | 63 | 79 | 3844 | 3969 | 6241 |
| 15 | Cindy Rashikah | 65 | 67 | 75 | 4225 | 4489 | 5625 |
| 16 | Daniel Ketaren | 70 | 65 | 80 | 4900 | 4225 | 6400 |
| 17 | Dirman | 65 | 66 | 72 | 4225 | 4356 | 5184 |
| 18 | Elida Hannum | 68 | 68 | 68 | 4624 | 4624 | 4624 |
| 19 | Emalini Sihombing | 67 | 68 | 78 | 4489 | 4624 | 6084 |
| 20 | Emi Yanti Naulida Sihite | 63 | 66 | 79 | 3969 | 4356 | 6241 |
| 21 | Hawariyah Harahap | 64 | 68 | 70 | 4096 | 4624 | 4900 |
| 22 | Hawariyah Harahap | 75 | 79 | 81 | 5625 | 6241 | 6561 |
| 23 | Ikbal Tarmizi Lubis | 70 | 70 | 77 | 4900 | 4900 | 5929 |
| 24 | Imelda Putriani | 65 | 58 | 60 | 4225 | 3364 | 3600 |
| 25 | Indah Sri Salsabila | 73 | 75 | 75 | 5329 | 5625 | 5625 |
| 26 | Irwan Ependi | 68 | 59 | 66 | 4624 | 3481 | 4356 |
| 27 | Jabar Hidayat | 69 | 63 | 79 | 4761 | 3969 | 6241 |
| 28 | Johannes Ritonga | 72 | 68 | 73 | 5184 | 4624 | 5329 |
| 29 | Khoirul Umri | 61 | 65 | 63 | 3721 | 4225 | 3969 |
| 30 | Khumairah Zahra | 87 | 89 | 90 | 7569 | 7921 | 8100 |
| 31 | Kristina Marpaung | 62 | 64 | 69 | 3844 | 4096 | 4761 |

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| | | | | | | | |
|----|--------------------------|----|----|----|------|------|------|
| 32 | Muhammat Solih | 69 | 67 | 73 | 4761 | 4489 | 5329 |
| 33 | Mutiara Roma | 63 | 65 | 65 | 3969 | 4225 | 4225 |
| 34 | Nur Atika | 66 | 71 | 71 | 4356 | 5041 | 5041 |
| 35 | Nur Kholijah | 65 | 69 | 73 | 4225 | 4761 | 5329 |
| 36 | Nur Kholijah Siregar | 70 | 69 | 74 | 4900 | 4761 | 5476 |
| 37 | Nurul Azizah | 87 | 84 | 90 | 7569 | 7056 | 8100 |
| 38 | Nurul Hasanah | 66 | 77 | 74 | 4356 | 5929 | 5476 |
| 39 | Nurul Lubis | 70 | 72 | 72 | 4900 | 5184 | 5184 |
| 40 | Peronika | 63 | 68 | 75 | 3969 | 4624 | 5625 |
| 41 | Rangga Parlaungan | 70 | 78 | 84 | 4900 | 6084 | 7056 |
| 42 | Rendi Alfani | 66 | 71 | 72 | 4356 | 5041 | 5184 |
| 43 | Ridho Ramadhan | 71 | 75 | 82 | 5041 | 5625 | 6724 |
| 44 | Rijal Gultom | 62 | 62 | 75 | 3844 | 3844 | 5625 |
| 45 | Rika Novianti Siregar | 65 | 56 | 68 | 4225 | 3136 | 4624 |
| 46 | Rini Hanisah Rangkuti | 64 | 62 | 65 | 4096 | 3844 | 4225 |
| 47 | Rio Pebrian | 79 | 73 | 83 | 6241 | 5329 | 6889 |
| 48 | Risky Permana | 64 | 72 | 71 | 4096 | 5184 | 5041 |
| 49 | Risna Siregar | 66 | 59 | 63 | 4356 | 3481 | 3969 |
| 50 | Riyan Andre Hasibuan | 64 | 68 | 82 | 4096 | 4624 | 6724 |
| 51 | Rizki Fadilah | 66 | 67 | 72 | 4356 | 4489 | 5184 |
| 52 | Ronal Rajagukguk | 79 | 78 | 80 | 6241 | 6084 | 6400 |
| 53 | Rosnila Sari | 64 | 65 | 74 | 4096 | 4225 | 5476 |
| 54 | Rukiah Pulungan | 75 | 76 | 81 | 5625 | 5776 | 6561 |
| 55 | Sahrul Lubis | 71 | 79 | 81 | 5041 | 6241 | 6561 |
| 56 | Salsabila | 73 | 70 | 75 | 5329 | 4900 | 5625 |
| 57 | Siti Aminah | 85 | 88 | 93 | 7225 | 7744 | 8649 |
| 58 | Suhar Nila | 67 | 64 | 78 | 4489 | 4096 | 6084 |
| 59 | Sumona Lisa Aritonang | 45 | 43 | 50 | 2025 | 1849 | 2500 |
| 60 | Tahiruddin Ansari | 69 | 71 | 76 | 4761 | 5041 | 5776 |
| 61 | Tiwi Amanda | 70 | 73 | 75 | 4900 | 5329 | 5625 |
| 62 | Tukma Saima Putri | 60 | 65 | 75 | 3600 | 4225 | 5625 |
| 63 | Ulfa Hannum Harianja | 64 | 63 | 73 | 4096 | 3969 | 5329 |
| 64 | Windi Anggita | 69 | 69 | 73 | 4761 | 4761 | 5329 |
| 65 | Wyndy Maya Sari Sihotang | 66 | 74 | 75 | 4356 | 5476 | 5625 |
| 66 | Yudi Ardiansyah | 78 | 75 | 80 | 6084 | 5625 | 6400 |
| 67 | Yuli Sari Batubara | 66 | 68 | 72 | 4356 | 4624 | 5184 |
| 68 | Yulianti Lubis | 61 | 65 | 68 | 3721 | 4225 | 4624 |
| 69 | Yuni Sarah | 67 | 66 | 70 | 4489 | 4356 | 4900 |

APPENDIX 15

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| Lamp. | : 1 berkas | |
| Hal | : Izin Melakukan Kegiatan Riset Tesis/Disertasi | |

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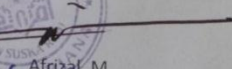
| | |
|-----------------------|---|
| Nama | : JULIANA |
| NIM | : 21990125662 |
| Program Studi | : Pendidikan Agama Islam S2 |
| Semester/Tahun | : IV (Empat) / 2021 |
| Judul Tesis/Disertasi | THE INFLUENCE OF TEACHING STRATEGIES AND STUDENTS' READING INTEREST ON READING COMPREHENSION AT E-LEARNING CLASSES DURING COVID-19 PANDEMIC AT TENTH GRADE OF SMA NEGERI 1 BATANG ANGKOLA |

untuk melakukan penelitian sekaligus pengumpulan data dan informasi yang diperlukannya dari SMA NEGERI 1 BATANG ANGKOLA

Waktu Penelitian: 3 Bulan (01 Mei 2021 s.d 31 Juli 2021)

Demikian disampaikan, atas perhatiannya diucapkan terima kasih.



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| Nama | : JULIANA |
| NIM | : 21990125662 |
| Program Studi | : Pendidikan Agama Islam S2 |
| Semester/Tahun | : IV (Empat) / 2021 |
| Judul Tesis/Disertasi | : THE INFLUENCE OF TEACHING STRATEGIES AND STUDENTS' READING INTEREST ON READING COMPREHENSION AT E-LEARNING CLASSES DURING COVID-19 PANDEMIC AT TENTH GRADE OF SMA NEGERI 1 BATANG ANGKOLA |

untuk melakukan penelitian sekaligus pengumpulan data dan informasi yang diperlukannya dari SMA NEGERI 1 BATANG ANGKOLA

Waktu Penelitian: 3 Bulan (01 Mei 2021 s.d 31 Juli 2021)

Demikian disampaikan, atas perhatiannya diucapkan terima kasih.

Wasalam
Direktur

Afriзал M.
NIP. 19591015 198903 1 001



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PEMERINTAH PROVINSI RIAU
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Gedung Menara Lancang Kuning Lantai I dan II Komp. Kantor Gubernur Riau
Jl. Jend. Sudirman No. 460 Telp. (0761) 39064 Fax. (0761) 39117 **PEKANBARU**
Email : dpmptsp@riau.go.id

REKOMENDASI

Nomor : 503/DPMPTSP/NON IZIN-RISET/41235
T E N T A N G



**PELAKSANAAN KEGIATAN RISET/PRA RISET
DAN PENGUMPULAN DATA UNTUK BAHAN TESIS**

1.04.02.01

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : **Direktur Program Pascasarjana UIN Suska Riau**, Nomor : 0951/Un.04/Ps/PP.00.9/2021 Tanggal 28 April 2021, dengan ini memberikan rekomendasi kepada:

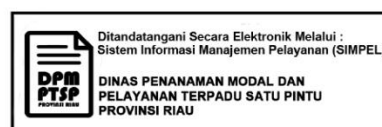
- | | | |
|----------------------|---|--|
| 1. Nama | : | JULIANA |
| 2. NIM / KTP | : | 21990125662 |
| 3. Program Studi | : | PENDIDIKAN AGAMA ISLAM |
| 4. Konsentrasi | : | PENDIDIKAN BAHASA INGGRIS |
| 5. Jenjang | : | S2 |
| 6. Judul Penelitian | : | THE INFLUENCE OF TEACHING STRATEGIES AND STUDENTS' READING INTEREST ON READING COMPREHENSION AT E-LEARNING CLASSES DURING COVID-19 PANDEMIC AT TENTH GRADE OF SMA NEGERI 1 BATANG ANGKOLA |
| 7. Lokasi Penelitian | : | SMA NEGERI 1 BATANG ANGKOLA |

Dengan ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
3. Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru
Pada Tanggal : 6 Mei 2021



Tembusan :

Disampaikan Kepada Yth :

1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Gubernur Sumatera Utara
Up. Kaban Kesbangpol Provinsi Sumatera Utara di Medan
3. Direktur Program Pascasarjana UIN Suska Riau di Pekanbaru
4. Yang Bersangkutan



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PEMERINTAH PROVINSI SUMATERA UTARA
DINAS PENDIDIKAN
SMA NEGERI 1 BATANG ANGKOLA

JLN. MANDAILING KM. 18 PINTUPADANG TELP. (0634) 7363150
Email : sman1.batangangkola@gmail.com Akreditasi A NPSN : 10207067, NSS : 301071006001 KODE POS : 227730



SURAT KETERANGAN

Nomor : 800 /314/ SMAN 1.BA/ 2021

Yang bertanda tangan di bawah ini, Kepala SMA Negeri 1 Batang Angkola Kabupaten Tapanuli Selatan menerangkan bahwa :

| | |
|---------------|-----------------------------|
| Nama | : JULIANA |
| NIM/KTP | : 21990125662 |
| Program Studi | : Pendidikan Agama Islam |
| Konsentrasi | : Pendidikan Bahasa Inggris |
| Jenjang | : S2 |

Sesuai dengan surat Nomor : 503/DPMTSP/NON IZIN-RISET/41235 Tanggal 06 Mei 2021 dalam hal Pelaksanaan Kegiatan Riset/Pra Riset dan pengumpulan Data untuk Bahan Tesis Dengan Judul Penelitian :

" THE INFLUENCE OF TEACHING STRATEGIES AND STUDENTS' READING INTEREST ON READING COMPREHENSION AT E-LEARNING CLASSES DURING COVID-19 PANDEMIC AT TENTH GRADE OF SMA NEGERI 1 BATANG ANGKOLA"

Bahwa nama tersebut di atas telah melaksanakan penelitian pada tanggal 04 Mei s/d 08 Mei 2021.

Demikian Surat Keterangan ini kami perbuat dengan sebenarnya agar dapat dipergunakan seperlunya.

Pintupadang, 09 Juni 2021
Kepala SMA Negeri 1 Batang Angkola

Drs. KHAERUNNAS
NIP.196603201991031007



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LANGUAGE DEVELOPMENT CENTER
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
مركز ترقية اللغة لجامعة سلطان شريف قاسم الإسلامية الحكومية

CERTIFICATE OF ACHIEVEMENT

This is to certify that

| | |
|---------------|--------------------|
| Name | : Juliana |
| ID Number | : 21990125662 |
| Date of Birth | : July 26, 1992 |
| Sex | : Female |
| Test Form | : Paper Based Test |

Achieved the following scores on the
English Proficiency Test

| | |
|---------------------------------|-------|
| Listening Comprehension | : 53 |
| Structure & Written Expressions | : 56 |
| Reading Comprehension | : 51 |
| Overall Score | : 533 |

Expired Date : March 20, 2022



The Head of Language Development Center

Mahyudin Syukri, M. Ag
NIP. 19710421 200604 1 003



English Proficiency Test® Certificate Provided by
Language Development Center of State Islamic University of Sultan Syarif Kasim Riau.
The scores and information presented in this score report are approved.
Address : Jl. KH. Ahmad Dahlan No. 94 Pekanbaru 28128 PO BOX 1004
HP 0852 7144 0823 Fax. (0761) 858832
Email : info@pusat-bahasa.info Website : pusat-bahasa.info



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مرکز ترقية اللغة لجامعة سلطان شريف قاسم الإسلامية الحكومية

LANGUAGE DEVELOPMENT CENTER

STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU

شهادة الكفاءة اللغوية

اعطيت الى

Juliana

| | | |
|---------------|---|------------|
| 21990125662 | : | دفتر القيد |
| Female | : | الجنس |
| July 26, 1992 | : | المولود |

بيان النتائج لاختبار اللغة العربية لمعرفة الكفاءة اللغوية

| | | |
|-----|---|----------|
| 47 | : | الاستماع |
| 56 | : | القواعد |
| 52 | : | القراءة |
| 517 | : | النتيجة |

March 20, 2022 : مستعملة حتى



رئيس مركز ترقية اللغة
محى الدين شكري الفرجاني





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Email : info@pusat-bahasa.info Website : pusat-bahasa.info



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UIN SUSKA RIAU

KARTU KONTROL KONSULTASI

BIMBINGAN TESIS / DISERTASI MAHASISWA

| | |
|-----------------------------|---|
| NAMA | Juliana |
| NIM | 21900125662 |
| PROGRAM STUDI | Pendidikan Agama Islam |
| KONSENTRASI | Pendidikan Bahasa Inggris |
| PEMBIMBING I / PROMOTOR | Dr. Farina Anastasia, S.S., M.Hum |
| PEMBIMBING II / CO PROMOTOR | Dr. Bukhori, S.Pd., M.Pd |
| JUDUL TESIS/DISERTASI | The Influence of Teaching Strategies on Reading Comprehension at E-learning Classes During Covid-19 Pandemic at Tenth Grade of IMA Negeri 1 Batam Angkola |

PROGRAM PASCASARJANA
UNIVERSITAS ISLAM NEGERI
SULTAN SYARIF KASIM RIAU



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KONTROL KONSULTASI BIMBINGAN TESIS / DISERTASI *

| NO. | Tanggal Konsultasi | Materi Pembimbing / Promotor * | Paraf Pembimbing / Promotor * | Keterangan |
|-----|--------------------|---|-------------------------------|------------|
| 1. | 31 Maret 2021 | 1. Parafrase 2. Kesimpulan dari definisi esensial terkait definisi konsep | | |
| 2. | 7 April 2021 | 1. Data analysis technique | | |
| 3. | 8 Juni 2021 | 1. Pertanyaan penelitian 2. Hypothesis 3. Hasil penelitian (sintetiskan atau tidak) | | |
| 4. | 8 dan 9 Juni 2021 | 1. Implication 2. Chapter 4 & 5 3. Conclusion 4. Recommendation | | |
| 5. | 10 Juni 2021 | 1. Format Penomoran 2. Sub bab 4 3. Abstrak | | |
| 6. | | | | |

Catatan :
*Coret yang tidak perlu

Pekanbaru, 10 Juni 2021

Pembimbing I / Promotor *

Dr. Fauzina Ariandana, SS, M.Hum

KONTROL KONSULTASI BIMBINGAN TESIS / DISERTASI *

| NO. | Tanggal Konsultasi | Materi Pembimbing / Promotor * | Paraf Pembimbing / Co Promotor * | Keterangan |
|-----|--------------------|--|----------------------------------|------------|
| 1. | 14 April 2021 | 1. Judul 2. Variable penelitian 3. Background of the study 4. Statement of the problem 5. Purpose and objectives of the study 6. Research questions 7. Susunan chapter 2 | | |
| 2. | | 8. Indicators 9. Similar / reference 10. Hypothesis 11. Instrumentation 12. Data analysis technique | | |
| 3. | | | | |
| 4. | 21 Juni 2021 | 1. Bab 3 (grammar) 2. Bab 4 (sub bab) 3. Bab 4 (alur penyusunan bab 4) | | |
| 5. | 26 Juni 2021 | 4. Bab 5 (conclusion) 1. Chapter 4 (analysis regrest) 2. Discussion | | |
| 6. | 28 Juni 2021 | 1. Discussion | | |

Catatan :
*Coret yang tidak perlu

Pekanbaru, 29 Juni 2021

Pembimbing II / Co Promotor *

Dr. Bukehi, S.H.I., M.Ed